

A Unit on Ser versus Estar:
The Two Spanish Verbs That Mean 'To Be'
Designed for Spanish I Students

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Education 352
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Section A: Textbook/Course Information

Name of Course/Grade Level:

Spanish 1b (grades 9-12)

Description of Course:

The goal of Spanish 1b is to cover and review basic verbs and phrases from chapter three to chapter six and help prepare students for Spanish 2a. This course, according to the curriculum map, covers the following topics: presentar with indirect object pronouns, dar, stem changing verbs, tener, tener que, venir, preferir, comer, beber, querer, ordinal numbers, empezar, almorzar, poder, dormir, jugar, costar, morir, volver, possessive pronouns, and go verbs (tener, venir, salir, poner, hacer, and gustar). However, the course I will be teaching in spring will need to start off with a review of Spanish 1a, which concentrates on ser versus estar and the ER/IR verb endings.

Name of Chapter/Unit:

The current plan is for me to teach chapters three through six in the students' textbook. My unit plan will cover chapter three for vocabulary and part of chapter four grammatically, as this learning goal is being able to identify the difference between ser and estar. This concept is very abstract for most Spanish learners, as in English, we only have one verb that means 'to be,' not two. My unit plan called Ser or Estar? will help students understand how to conjugate each verb correctly and know when to use proper grammar by identifying how and when to use ser instead of estar or vice versa.

Description of Chapter/Unit:

For my unit plan, I will mainly refer to chapter three, which is called *¡Vamos a la Ciudad!*, but I will also reference Chapter two, *En mi colegio*, and chapter four, *Mi familia y mis amigos*. First, this unit will start with the vocabulary from chapter three on page 109, which will

serve as a pretest to see what students already know. Next, I will review the basic grammar point of del versus al on page 94 and the question words on page 96 so that the students have enough vocabulary to learn the main grammar point in this unit plan: ser versus estar. (In this textbook, ser is in chapter two on page 41 and estar is in chapter four on page 148.) After students are able to conjugate both ser and estar correctly, I will then begin to explain the differences between the two verbs and how to use each verb properly by distinguishing one from the other. Last, I will formulate a review lesson for each of the before mentioned topics and incorporate them into a unit plan posttest.

Title of Textbook:

¡Aventura! EMC Español 1: Annotated Teacher's Edition

Name(S) of Author(S)/Editor(S):

Rolando Castellanos, James F. Funston, Paul J. Hoff, and Charisse Litteken

Name of Publishing Company:

EMC Publishing, LLC

Copyright Date:

2009

Reading Level of Textbook:

Spanish 1b (grade 9-12)

Section B: Philosophy of Reading in the Content

Standards: Each standard that is covered in this unit plan is listed below. The standards that are most prevalent and strongly support the overall goal of this unit plan are in bold print.

MH 9.1.1	Use multiple greetings and farewells in new social situations.
MH 9.1.2	Recognize and state information about self and others in simple terms.
MH 9.1.6	Make basic requests and ask basic questions.
MH 9.1.8	Recognize speaking and listening strategies that facilitate communication.
MH 9.2.1	Understand and respond to classroom requests, commands, and directions.
MH 9.2.3	Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
MH 9.2.4	Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.
MH 9.3.4	Write complete sentences with teacher guidance.
MH 9.3.5	Describe objects, self, and others in written and spoken language in simple terms with teacher guidance.
MH 9.5.2	Integrate content area concepts and skills through relevant activities.
MH 9.6.1	Use digital media and culturally authentic resources to build vocabulary.
MH 9.7.2	Recognize and use simple language structures.
MH 9.7.3	Recognize and use basic idiomatic and colloquial expressions in the target language.

Importance:

The importance of this unit is to ensure that students are able to complete a rather basic, yet challenging grammar point used in almost all daily basic conversation in Spanish, the use of ser versus estar. This unit also includes vocabulary and smaller grammar points (del versus al, conversation phrases, and question words) in order to provide students with enough vocabulary to be successful in the overall grammar point goal. Without background information, students would not make a connection to the intended task or be able to use the grammar point goal effectively. Ser versus estar is a very challenging concept for most Spanish language learners. The goal of this unit is to provide students with enough information to help them decide whether to use ser or estar in daily conversation in the target language, Spanish.

Philosophy:

I do not remember one day of Spanish class where I never read anything; I was constantly relying on my readings skills. However, my experience with reading in Spanish class included a mix of Spanish and English. For example, my teacher always gave us class rules and expectations in English when in handout form, so that no one was confused due to the language barrier. When I was in the lower level Spanish class, all of my tests and quizzes were in English, but in the upper levels, they were in Spanish. Regardless, I was still reading! I used reading taking a test, getting information as a visual learner from the chalkboard, using the help of visual aids in the classroom, and helping other students proofread their Spanish grammar.

Because of my experience, I believe that every student should read in Spanish class, whether it be in English or the target language itself. After all, writing is one of the four main modes of communication; without using speaking, listening, writing, and reading, it is very hard for proper communication to take place. Everyone is expected to use a combination of each of these four skills to survive in everyday life, no matter what the language of choice may be.

Reading is very hard for most students in my content area. I remember countless accounts of students that could not pronounce words correctly in Spanish because they did not have phonemic awareness or the basic phonics skills. As the teacher, I need to provide students with the phonics of how to pronounce each individual sound; Spanish is a very phonemic language, unlike English and its many exceptions to basic pronunciation rules. Because of this, many English speakers struggle with reading a foreign language and many native Spanish speakers struggle with reading English. To further add to the reasons why reading is difficult in a foreign or second language, consider the way technology has transformed reading and writing, or better yet, communication as a whole. Reading is no longer only for formal purposes; it is used in

informal text messages or other technological means of communication. Overall, unless students read in my future Spanish class, they will not succeed. If a student cannot read English, how on earth can I teach him or her to read in Spanish?

Section C: Trade Books: Annotated Bibliography

Alvarez, J. (2010). *In the time of the butterflies*. Chapel Hill, North Carolina: ALGONQUIN

BOOKS OF CHAPEL HILL.

Under the hardship of Gen. Rafael Leonidas Trujillo's dictatorship in the Dominican Republic, Minerva, Patria, María Teresa, and Dedé Maribal visit their wrongly jailed husbands. To gain rights for the people, these 'Mariposas' had been telling their frightful stories about the everyday horrors of life under Trujillo's dictatorship. On November 25, 1960, three of the four 'Mariposas' were found near their wrecked Jeep at the bottom of a 150-foot cliff on the north coast. This crime is reported by the official state newspapers as accidental.

Cervantes Saavedra, M. d., & Lathrop, T. A. (2011). *Don Quixote*: fourth-centenary translation

(Fourth-Centenary translation ed.). New York: Signet Classics.

Miguel de Cervantes' famous work describing a madman, Don Quijote de la Mancha, who is convinced that he is living in the time of chivalry and knighthood, and is in fact, a knight-errant. He seeks the assistance of his companion, or soon-to-be-titled squire, named Sancho Panza. Don Quijote goes to great lengths to prove his knighthood by seeking his love (Dulcinea), wearing outdated armour, and riding his valiant steed (a common workhorse). Outlined in this comical representation of knighthood are outrageous acts that he believes to be dedication to righting wrongs, punishing evil, and rescuing damsels in distress.

Cisneros, S. (1991). *The House on Mango Street*. New York: Vintage Books.

In this coming-of-age novel, a young Latina girl, Esperanza Cordero, grows up in Chicago with Chicanos and Puerto Ricans. She starts writing in order to express herself and to escape the suffocating effect of the impoverished Latino neighborhood. Her writings are series of vignettes that chart her life as she grows during the year, both physically and emotionally. The conflicts and problems in these short stories are never fully resolved, but included are many stories of her neighbors and friends. During puberty, Esperanza has a fight with her new friend Sally about a boy at a carnival, where Esperanza is sexually assaulted by a group of men. Other traumatic experiences and observations of the women in her neighborhood reinforce her desire to escape Mango Street. She later realizes that she will never fully be able to leave Mango Street emotionally, but vows that after she leaves physically, she will return to help the people she has left behind.

Echeverría, E. (2006). *El Matadero*. New York: Linkgua Ediciones S.L.

This unnerving story, written in 1839 and published in 1871, reveals everyday life in Argentina during the dictatorship of Rosas. Reflected upon are the moral problems and

human deprivation issues in the slums of Buenos Aires, otherwise directly known as the conflict between civilizations (represented through the young men slain in the story) and the barbarism (represented through Rosas and his henchmen). The author's expressive and verbal precisions slowly develop these political references that are hidden throughout this graphic story.

Ryan, P. M. (2000). *Esperanza rising*. New York: Scholastic Press.

Esperanza was born into a close family and a life of wealth and privilege in Aguascalientes, Mexico. She believed that she would always have this life, but a family tragedy forces Esperanza and her mother to move to California at the time of the Great Depression, and become workers in a labor camp for Mexican farm workers. Esperanza finds herself unprepared for this new life filled with struggles and hardship. When their lives are once again threatened, it is Esperanza's task to rise above her situation and save both herself and her mother.

Section D: Lesson Plan to Activate Prior Knowledge of Unit's Subject

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #1:

Intro to Chapter Three Vocabulary: Greetings, Introductions, and Question Words

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

- | | |
|----------|--|
| MH 9.1.1 | Use multiple greetings and farewells in new social situations. |
| MH 9.1.2 | Recognize and state information about self and others in simple terms. |
| MH 9.1.6 | Make basic requests and ask basic questions. |
| MH 9.7.3 | Recognize and use basic idiomatic and colloquial expressions in the target language. |

Performance Objectives:

1. Given the vocabulary in the students' textbook on page 131, students will repeat each vocabulary word after the teacher pronounces it correctly for participation.
2. Given the Greetings and Introductions Vocabulary Sheet (attached), students will practice using basic greetings with a group of three other students (four if necessary) for participation.
3. Given the Greetings and Introductions Vocabulary Sheet (attached), students will practice introducing themselves to each other in a small group of three other students (four if necessary) for participation.
4. Given the Greetings and Introductions Vocabulary Sheet (attached), students will write out their responses from their greetings and introductions practice in the form of a script/dialogue, verified by the teacher for credit (as an assessment for parts 1-3).
5. Given all components for the Battleship Game (all attached), students will review with a partner the Spanish question words through the interactive game of Battleship.

Assessment: Because we are starting a new unit, the students must be given sufficient background information before jumping into the actual goal/broad topic of the unit. This specific lesson's goal is to see whether or not students are able to understand how to use basic greeting and introduction phrases, as well as how to use the interrogative words in Spanish. Students will be assessed on using proper pronunciation of the new vocabulary (page 131 of textbook). This assessment is purely participation, as the teacher will state the vocabulary word and ask students to repeat it. If there are students who audibly say the word wrong, the teacher can simply repeat a word. The

main assessment in this lesson is to see whether or not students are able to use basic greeting and introduction vocabulary, as this is the basis for any conversation. Students will practice both greeting each other and introducing each other. For example, I would look to my group and say, “Hola. Me llamo Stephanie. ¿Cómo se llaman ustedes?” A student could simply answer with his or her name and ask another person in the group the same question. The teacher must state that by the end of the practice conversation, students must have given a greeting, know everyone’s name, ask where they are from, know how they are, and give an appropriate farewell. The assessment of this activity is partially participation, so the teacher must walk through the room and make sure that each student is participating. Because this should be a review of most old vocabulary, this is a participation exercise. However, to receive full credit, students will also write their conversation down in the form of a script, which the teacher will check and verify. If time allows, the last goal of this lesson is for students to use the question/interrogative words from the attached Question Word Flash Cards Sheet to play the classic game of battleship. The battleship game is played with all of the stereotypical rules, except for the fact that when a student “hits” an opponent’s ship, he or she must refer to a flash card and get the answer (translation correct) in order to receive credit for that “hit.” This activity is primarily based on student participation as well. Throughout this lesson, the teacher must be interactive with students, answer questions, and ensure that everyone is participating to receive the participation points.

Advanced Preparation by Teacher:

1. Preview vocabulary on page 131 of the textbook and be prepared to answer any questions students may have about words
2. Worksheet on phrases for greetings and introductions so that students have more than what is simply in the textbook, as the textbook does not provide enough for conversational purposes; (Greetings and Introductions Vocabulary Sheet attached)
3. Worksheet on all question words (the book only give a few common question words in the vocabulary on page 131); (Question Word Vocabulary List for Flash Cards attached)
4. Precut red and white paper to use as markers for Battleship
5. Make a copy for each student: the board, game pieces, and rules
6. Ensure all materials for battleship are in place (students have a board, game pieces, rules, and markers); (all attached except for markers that should be precut)

Procedure:

Introduction/Motivation: Ser or estar: to be or...to be? In order to meet our next goal in this class, which is understanding the difference between ser or estar, we need to discuss some useful vocabulary. Today you will pretend you are a stranger to your friends around you and review how to greet one another and introduce one another. If you work hard today, we will even have a time for a game!

Step-by-Step Plan:

1. Have students turn to page 131 in the textbook. Ask students: “How would you categorize these words?”
(Gardner: Visual/Spatial)
(Bloom’s: Comprehension)
2. The teacher reads each vocabulary word and the students repeat. Be prepared for questions about these words. ☺ Ask students: “Identify the words that you do not understand.”

(Gardner: Visual/Spatial, Verbal/Linguistic)

(Bloom's: Application)

3. Explain expectations for next part of the lesson: Students will get into groups of three (possibly four) and:

- greet one another appropriately (example: ¡Hola! Me llamo Stephanie.)
- find out each group member's name (using the phrase ¿Cómo te llamas?)
- know how each person is (¿Cómo estás?)
- know where each person is from (¿De dónde eres? Soy de...)
- give an appropriate farewell (¡Hasta luego, Stephanie!)

(Gardner: Verbal/Linguistic, Interpersonal, Bodily-Kinesthetic)

(Bloom's: Knowledge)

4. Make sure students understand that they will write their responses to the greeting/introduction exercise down on paper in the form of a dialogue with their group members

(Gardner: Verbal/Linguistic, Interpersonal, Visual/Spatial)

5. Collect students' greeting/introduction activity papers, then ask: "What is the relationship between the greeting vocabulary and the introduction vocabulary? How do these vocabulary categories relate to make a conversation successful?"

(Gardner: Verbal/Linguistic)

(Bloom's: Analysis)

6. Have students work with one partner for the next activity!

(Gardner: Interpersonal)

7. Pass out battleship rules, game boards, game pieces (ships), question word vocabulary flash cards, and markers (red and white precut paper markers)

(Gardner: Bodily-Kinesthetic, Visual/Spatial)

(Bloom's: Knowledge)

8. Explain to students that their goal is to play battleship, using the Question Word Vocabulary Flash Cards. (The rules are very clear, but explain to students that the only difference is that if you get a "hit" on an opponent's ship, you must answer the question word flash card right in order to gain that "hit.")

(Gardner: Verbal/Linguistic)

Closure: Thank you for working so hard today. We got a lot accomplished when it comes to background information and preparing you for our next task: starting to learn both ser and estar, how they are conjugated, and when to use which. Remember: ser or estar. To be or...to be?

Adaptations/Enrichment:

Student that has not had experience with expected vocabulary: This lesson was mainly a review. Therefore, if I were to have a student that could not use this lesson as a review and was using it to learn the vocabulary for the first time, I would definitely make sure that I put that student into a group of students who do know the vocabulary so that during the conversation part, that student could get some not-so-overwhelming help. I could also spend some time by that student's group to explain the vocabulary again. However, because we are putting the vocabulary directly into practice, this student should catch on quickly.

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?
- Did the students have enough background in the conversational vocabulary to complete the exercise verbally?
- After grading the students' conversation that they wrote down into a script, does it make sense? Did I provide students with enough information to write proper sentences?

Greetings and Introductions Vocabulary Sheet: adapted from

<http://www.spanishclassonline.com/vocabulary/greetings.htm>

Spanish	English
hola	hi, hello
¿Cómo te llamas?	What's your name? (familiar)
¿Cómo se llama usted?	What's your name? (formal)
Me llamo...	My name is... (I call myself)
Mi nombre es...	My name is...
Yo soy...	I am
¡Buenos días!	Good morning!
¡Buenas tardes!	Good afternoon!
¡Buenas noches!	Good night!
¿Cómo estás?	How are you? (familiar)
¿Cómo está usted?	How are you? (formal)
Estoy bien. No estoy bien.	I'm fine(OK). I'm not fine (OK)
¡Bien!	Fine! OK!
¡Más o menos!	OK!, so so
Estoy mal.	I'm bad. (I'm not OK)
así, así	so so
¡Más o menos!	so so, OK!
¿Qué tal?	How's it going? What's up?
¿Qué onda?	How's it going? What's up?
¿Cómo le va?	How's it going?
¿De dónde eres tú?	Where are you from? (familiar)
¿De dónde es usted?	Where are you from? (formal)
¿Eres de...?	Are you from...? (familiar)
¿Es usted de...?	Are you from...? (formal)

Soy de...	I am from...
¿Quién es...?	Who is ...?
¿Adónde vas?	Where are you going?
Vivo en...	I live in...
Resido en...	I live in...
¿Dónde vives tú?	Where do you live? (familiar)
¿Dónde vive usted?	Where do you live? (formal)
No sé.	I don't know.
Yo sé.	I know
Lo conozco. (No lo conozco.)	I know him. (I don't know him.)
La conozco.	I know her.
Es conocido.	I know her, him
adiós	good bye
hasta luego	see you later
hasta la vista	see you later
hasta mañana	see you tomorrow
hasta pronto	see you soon
me voy	I'm going (leaving)
me retiro	I'm going (leaving)

Battleship Rules: Adapted from
<http://boardgames.about.com/od/battleship/a/Rules-of-Battleship.htm>

Battleship (or Battleships) is a game for two players where you try to guess the location of five ships your opponent has hidden on a grid. Players take turns calling out a row and column, attempting to name a square containing enemy ships. Originally published as BroadSides by Milton Bradley in 1931, the game was eventually reprinted as Battleship.

Players: 2 players

Contents: Each player gets a board with two grids, five ships, and a bunch of hit and miss markers. **(for hit and miss markers, we will cut apart red and white paper)**

Goal: To sink all of your opponent's ships by correctly guessing their location. **This can only be done if you answer the flash card correctly.**

Setup: Give each player a board with two grids, one of each type of ship, and a bunch of hit and miss markers (cut up red and white paper). Pen and paper players should note there is one length 2 ship, two length 3 ships, one length 4 ship, and one length 5 ship. Secretly place your ships on the lower grid. Each ship must be placed horizontally or vertically (not diagonally) across grid spaces, and can't hang over the grid. Ships can touch each other, but can't both be on the same space.

Play: Players take turns firing a shot to attack enemy ships.

On your turn, call out a letter and a number of a row and column on the grid. Your opponent checks that space on their lower grid, and says "miss" if there are no ships there, or "hit" if you guessed a space that contained a ship.

Mark your shots on your upper grid, with white pegs for misses and red pegs for hits, to keep track of your guesses.

When one of your ships is hit, put a red peg into that ship on your lower grid at the location of the hit. Whenever one of your ships has every slot filled with red pegs, you must announce to your opponent that he has sunk your ship.

In order to mark a "hit," you must answer a Question Word Flash Card (attached) correctly!!

Victory: The first player to sink all opposing ships wins.

Question Word Vocabulary List for Flash Cards
 (When you “hit” an opponent’s ship,
 you draw a card and must get it correct in order to gain that “hit.”)

¿Cuándo?	When?
¿Dónde?	Where?
¿Adónde?	Where to?
¿De dónde?	From where?
¿Cuánto/a?	How much?
¿Cuántos/as?	How many?
¿Qué?	What?
¿Por qué?	Why?
¿Cómo?	How?
¿Cuál?	Which?
¿Cuáles?	Which ones?
¿Quién?	Who?
¿Quiénes?	Which people? (Who plural)

The five ships that you must sink:

aircraft carrier (5 hits will sink it)



battleship (4)



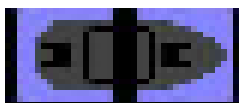
destroyer (3)



submarine (3)



patrol boat (2)



Section E: Lesson Plan to Introduce New Vocabulary

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #2:

Chapter Three Vocabulary: Flash Cards, Sentences, and Ser

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

- | | |
|----------|---|
| MH 9.2.4 | Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary. |
| MH 9.7.2 | Recognize and use simple language structures. |
| MH 9.7.3 | Recognize and use basic idiomatic and colloquial expressions in the target language. |

Performance Objectives:

1. Given the vocabulary in the students' textbook on page 131 and index cards, students will create flash cards of each vocabulary word, verified by the teacher for completion.
2. Given the index vocabulary flash cards the students have created, students will review their vocabulary words with a partner for a minimum of ten minutes for participation.
3. Given the vocabulary in the students' textbook on page 131, students will write a dialogue with a minimum of ten lines with a partner, verified by the teacher (and turned in as an assessment for parts one and two).
4. Given the teacher's lecture notes on the chalkboard (attached) and the student SER packet (attached), students will complete the first page (front and back) of conjugations in the packet as homework, verified by the teacher during the next class.

Assessment: The previous lesson ended with basic vocabulary review, so that students could really concentrate on understanding how to use the new vocabulary throughout this lesson. First, students will use the vocabulary provided on page 131 to make **flash cards**. The teacher will walk through the room and check the index cards for completion. Next, students will use these flash cards to **review their vocabulary with a partner**; this activity will need verification from the teacher that students participated and were on task. Then, students will **use the vocabulary from page 131 and write a dialogue** with a partner that uses at least ten lines; this assignment will be turned in as a type of formative assessment to see if students know how to use the vocabulary, versus just memorizing a definition. To further advance vocabulary understanding, the teacher will move on with the lesson and begin introducing the verb ser. The teacher will use the attaches teacher's lecture notes page to write a proper introduction of the verb on the chalkboard, during

which students will take notes. Afterward, students will complete the first page (front and back) of conjugations in the SER packet (attached) for homework. This will serve as another formative assessment to see how much students already know about how to use the verb. This assignment will be discussed at the beginning of the next class/lesson.

Advanced Preparation by Teacher:

1. Make sure students have access to index cards or something to use for making flash cards
2. Lecture notes over the introduction to ser
3. Put together student ser packet
4. Copy student ser packet

Procedure:

Introduction/Motivation: Yesterday, we quickly went over the vocabulary for this unit. Without opening your book yet, does anyone remember some of the words from yesterday? (Then start step-by-step number one.)

Introduction Part Two (after step-by-step number one): To help you begin to memorize and know your vocabulary better, we are going to do some fun activities today. Afterward, we will officially begin learning the conjugation and uses for the verb ser, with the future goal of understanding the difference between ser and estar.

Step-by-Step Plan:

1. Have students open their book to page 131 and review the vocabulary words with the students. Pronounce the word then have them repeat it back. Ask students to recall the categories of vocabulary words that we discussed yesterday. "On page 131, how would you classify these words? What groups do you see?"
(Gardner: Visual/Spatial, Verbal/Linguistic)
(Bloom's: Knowledge and Comprehension)
2. Make sure that students have something to make flash cards (index cards, cut paper, etc) and have students write vocabulary flash cards for each of the words on page 131. One side of the flash card should have the Spanish word and the other side should have the English meaning. Ask students to define each word by writing the English translation of the Spanish word. Students should be careful to label each card correctly. "Label one side of the flash card with the English word and the other side with the Spanish word. Spell each side correctly."
(Gardner: Visual/Spatial)
(Bloom's: Knowledge)
3. Have students work with a partner to run through flash cards for about ten minutes. Teacher must walk through the room and make sure that students are on task, as this activity may promote talking unrelated to the task. "Work with a partner to run through your flash cards for ten minutes. Match the Spanish vocabulary word with the English translation."
(Gardner: Visual/Spatial, Verbal/Linguistic, Bodily-Kinesthetic)
(Bloom's: Knowledge)
4. Explain to students that their next task is to work with the same partner and compose a ten line dialogue using the new vocabulary. Students will turn in this assignment as a way for the teacher to assess how students understand how to use the vocabulary, versus just memorizing a definition. "Choose appropriate

vocabulary words to develop and construct proper sentences when making your dialogue.” “Think about the conversation you just created. Closely examine your work to make sure that your sentences make sense, that they use proper grammar, and that the dialogue flows like a normal conversation.”

(Gardner: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical)

(Bloom’s: Application and Analysis)

5. If time allows: Refer to the Teacher’s Lecture Notes for SER (attached) and begin explaining the concept, use and conjugation of SER. *For today, stop after introducing the doctor acronym. DO NOT explain the acronym in detail, as this will be done in the next lesson. “Recall using this verb in previous lessons. What is it used for? Where have you seen this verb before?” “What is the function of this verb and how is it used?”

(Gardner: Visual/Spatial, Verbal/Linguistic)

(Bloom’s: Knowledge and Analysis)

6. Have students complete the first page (front and back) of the attached SER packet for homework. “Use what you know about the verb ser to complete this page. Choose which form to use when conjugating for the correct subject.”

(Gardner: Visual/Spatial)

(Bloom’s: Knowledge)

Closure: I hope that everyone had a chance to work on memorizing, using, and understanding our new vocabulary. I will look at your dialogues and give them back to you tomorrow. Please continue to review our vocabulary with your flash cards. I am happy that we were able to start explaining the verb ser today. Tomorrow, we will further explain the DOCTOR acronym and practice using ser, then move on to estar. Have a great day everyone! ☺ ¡Hasta mañana!

Adaptations/Enrichment:

Student that has not had experience with expected vocabulary: This lesson was mainly a way to reintroduce the vocabulary that was briefly introduced yesterday and reinforce it. Therefore, if I were to have a student that could not use this lesson as a review and was using it to learn the vocabulary for the first time, I would definitely make sure that I put that student with a partner that does know the vocabulary so that during the conversation part, that student could get some not-so-overwhelming help. I could also spend some time by that student’s group to explain the vocabulary again. However, because we are putting the vocabulary directly into practice, this student should catch on quickly.

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson’s activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?
- Did students have enough varying activities to work with the new vocabulary in a beneficial way?

- Did the students have enough background in the conversational vocabulary to create a ten line dialogue?
- Did I provide students with enough information to write proper sentences using the new vocabulary?

Teacher's Lecture Notes for SER

The verb ser:

- Means to be
- It is an irregular verb
- Primarily use ser to describe what a person or thing is like

Singular Form of Ser:	Plural Form of Ser:
Yo soy	Nosotros/nosotras somos
Tu eres	Vosotros/vosotras sois
Ud/él/ella es	Uds/ellos/ellas son

You already know to use ser like this (what a person is like):

1. Tú eres muy deportista, ¿no?
Sí, soy deportista.
Mi amigo Pablo es deportista también.
2. ¿De dónde eres?
Yo soy de los Estados Unidos.

General Ser Rule (adapted from <http://www.spanishdict.com/answers/100040/ser-and-estar>)

Ser is used to classify and identify permanent or lasting attributes. If the general rule isn't specific enough for you, think of the acronym: DOCTOR

D - Description
O - Occupation
C - Characteristic
T - Time
O - Origin
R - Relationship

1. Description

For description, think of what you would say if someone asked you "What's he like?" These are the essential qualities that define a person and probably won't change. They can be a name or a physical description.

- Yo **soy** Raúl. (*I **am** Raúl.*)
- Yo **soy** alta, morena, y delgada. (*I **am** tall, dark-skinned, and thin.*)

2. Occupation

Occupations are seen as life-long careers and are therefore seen as more "permanent" than many people would think in the United States.

- Soy profesora del español. (*I **am** a Spanish teacher.*)
- Ellos **son** estudiantes. (*They **are** students.*)
- Mi padre **era** jardinero. (*My father **was** a gardener.*)

No Indefinite Articles

Notice that the indefinite articles **un**, **una**, **unos**, and **unas** are **omitted** when describing an occupation after the verb *ser*.

3. Characteristic

Characteristics are personality descriptions of a person. These would probably be the second thing you say to "What's he like?"

- Amalia **es** inteligente, atrevida, y amable. (*Amalia **is** inteligente, daring, and friendly.*)
- Mi esposo **es** romántico y cariñoso. (*My husband **is** romantic and caring.*)

4. Time

Time includes days, dates, and hours. For hours, use *es* for one o'clock and *son* for all other hours.

- Hoy **es** miércoles. (*Today **is** Wednesday.*)
- Ayer **fue** mi cumpleaños. (*Yesterday **was** my birthday.*)
- Ahora **es** la una y media. (*Right now **it's** one thirty.*)
- **Son** las cinco y veinticinco. (***It's** five twenty five.*)

5. Origin

As the place a person is from or the material something is made from is not going to change we use *ser* for origin.

- Celia **es** de España. (*Celia **is** from Spain.*)
- Adela **es** peruana. (*Adela **is** Peruvian.*)
- Mi anillo **es** de oro. (*My ring **is** gold.*)

6. Relationship

Even after someone dies or someone breaks up, relationships are described using *ser*.

Religion is a Relationship

Also, since religion is considered a relationship with a higher power, religions are also described using *ser*.

- Lynne **es** mi madre. (*Lynne **is** my mother.*)
- Marcos **es** mi ex-novio. (*Marcos **is** my ex-boyfriend.*)
- Andrés **es** católico. (*Andrés **is** Catholic.*)

SER PACKET

Spanish
(Use of *ser* worksheet)

Me llamo _____

Hoy es _____

Período _____

Use the correct form of *ser*:

1. Tú _____ un alumno excelente.
2. El año que viene _____ el más importante.
3. Yo _____ alto, guapo y tengo mucho pelo. (¡Señor Cashen!)
4. ¿Cuál _____ la fecha?
5. Mi cumpleaños _____ en noviembre.
6. Mis vecinos no _____ muy cómicos.
7. Vosotros _____ delgados.
8. Mi vaca _____ la más grande de todas.
9. Ellos _____ médicos nuevos.
10. Paco y yo _____ buenos amigos.
11. Nosotros _____ actores famosos.
12. ¿_____ usted un payaso?
13. ¿_____ Uds. españoles o argentinos?
14. El monje _____ un hombre serio.

USES OF SER

Fill in the blanks with the proper form of ser.

1. Yo _____ un alumno inteligente.
2. Él _____ muy guapo.
3. El señor Gómez y el señor González _____ profesores.
4. María y Juana _____ muy bonitas.
5. Pablo y yo _____ amigos.
6. Tú _____ muy bonita.
7. Yo _____ un alumno de esa escuela.
8. Nosotros _____ jóvenes.
9. Isabel _____ una chica norteamericana.
10. Tú _____ de Cuba.
11. Ud. y yo _____ de Colombia.
12. Tú y yo _____ de Argentina.
13. ¿Quién _____ usted?
14. Pablo no _____ perezoso.
15. Ellos y yo _____ estudiantes.
16. Uds. y yo _____ inteligentes.
17. ¿_____ tú Juan?
18. _____ la una.
19. ¿_____ Uds. de México?
20. ¿Quién _____ ella?

Nombre _____ Clase _____ Fecha _____

Did You Get It? Presentación de gramática

Level 1 p. 37

Level 1A p. 38

¡AVANZA!

Goal: Learn about subject pronouns and how they are used with the verb **ser**.

Subject Pronouns

Yo soy Rolando.

I am Rolando.

Tú eres Andrés.

You are Andrés.

Él es Esteban.

He is Esteban.

Ella es Mercedes.

She is Mercedes.

Usted es el señor López.

You are Mr. López.

singular subject
pronouns

Nosotros somos José y Ana.

We are José and Ana.

Nosotras somos Eva y Pilar.

We are Eva and Pilar.

Ellos son Óscar y Felipe.

They are Óscar and Felipe.

Ellas son Isabel y Luisa.

They are Isabel and Luisa.

Ustedes son Marta y Álvaro.

You are Marta and Álvaro.

plural subject pronouns

Vosotros sois Pepe y Arturo.

You are Pepe and Arturo.

Vosotras sois Julia y Tina.

You are Julia and Tina.

plural subject pronouns
used only in Spain

EXPLANATION: Subject pronouns are used as the subject of a sentence. In general, they tell who is being described or who is doing the action. English has seven subject pronouns (the six above plus *it*). Spanish has twelve! (*It* is not expressed in Spanish.) In the sentences above, the subject pronouns are used with the verb **ser** (*to be*) to tell who people are.

The Verb **ser** (*to be*)

Yo soy de Estados Unidos.

I am from the United States.

Tú eres de Portugal.

You are from Portugal.

Él/Ella/Usted es de México.

He/She/You is (are) from Mexico.

singular forms of **ser**

Nosotros somos de Ecuador.

We are from Ecuador.

Ellos/Ellas/Ustedes son de Perú.

They/You are from Peru.

plural forms of **ser**

Vosotros (Vosotras) sois de España.

You are from Spain.

plural forms of **ser**
Sois used only in Spain

EXPLANATION: The verb **ser** means *to be*. The sentences in the first section use **ser** to tell *who* people are. The sentences in the second section use **ser** to say *where* they are from.



Nombre _____ Clase _____ Fecha _____

Did You Get It? *Práctica de gramática*

Level 1 pp. 38–39

Level 1A pp. 39–41

¡AVANZA!

Goal: Learn about subject pronouns and how they are used with the verb *ser*.

- ① Which subject pronoun would you use if you were speaking *to* these people: **tú**, **usted**, or **ustedes**?

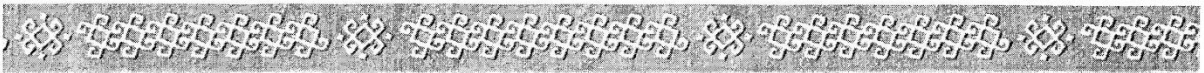
- | | |
|--------------------------------|---------------------------------|
| 1. la maestra de español _____ | 5. los padres de tu amigo _____ |
| 2. tu amigo _____ | 6. tus amigos José y Paco _____ |
| 3. dos amigos _____ | 7. el doctor García _____ |
| 4. el señor López _____ | 8. tu mamá _____ |

- ② Which subject pronoun would you use if you were speaking *about* these people: **él**, **ella**, **nosotros**, **nosotras**, **ellos**, or **ellas**?

- | | |
|--------------------------------------|------------------------------|
| 1. Andrés _____ | 6. tu hermana _____ |
| 2. el señor y la señora Valdés _____ | 7. el abuelo _____ |
| 3. tú y yo [Jorge] _____ | 8. María y su mamá _____ |
| 4. Elena _____ | 9. Marielsa y yo [Ana] _____ |
| 5. Roberto, Luis y Álvaro _____ | 10. el maestro _____ |

- ③ Who are these people? Complete each sentence with the corresponding subject pronoun.

- | | |
|-----------------------------|------------------------------------|
| 1. _____ eres Felipe. | 6. _____ soy amiga de Ernesto. |
| 2. _____ somos amigos. | 7. _____ es la maestra de español. |
| 3. _____ son maestros. | 8. _____ eres estudiante. |
| 4. _____ es Luis. | 9. _____ es mi amigo. |
| 5. _____ son Luisa y Elena. | 10. _____ son estudiantes. |



Nombre _____ Clase _____ Fecha _____

- 4 Where are these people from? Complete each sentence with the correct form of the verb **ser**.

1. Linda _____ de Estados Unidos.
2. Miguel y yo _____ de Argentina.
3. Tú _____ de Venezuela.
4. Ellos _____ de Puerto Rico.
5. Anita y usted _____ de España.
6. Yo _____ de Uruguay.
7. Él _____ de Perú.
8. Ustedes _____ de Cuba.
9. Pilar _____ de Ecuador.
10. Nosotros _____ de Nicaragua.

- 5 Use the information given to say who each person is and where each person is from. The first one is done for you.

1. yo / Carmen / la República Dominicana
Yo soy Carmen. Yo soy de la República Dominicana.
2. nosotras / Lidia y Adela / Colombia

3. tú / Roque / El Salvador

4. ellos / Bárbara y Carlos / Uruguay

5. ustedes / los señores Tobar / Panamá

6. él / el maestro de español / España

- 6 Complete the conversation between José and Andrea using the correct form of **ser**.

José: ¡Hola! Yo _____ José.

Andrea: ¡Hola, José! Yo soy Andrea. Él _____ Miguel.

José: ¡Hola! ¿De dónde _____ ustedes?

Andrea: Nosotros _____ de Cuba. ¿De dónde _____ tú?

José: Yo _____ de Guatemala.

- 7 Write two sentences stating who you are and where you are from.

Ser Worksheet

Me llamo _____

45 puntos

Hoy es el _____

Período _____

I. Conjugate the infinitive SER: (9 puntos)

yo _____	nosotros _____	ella _____
tú _____	vosotros _____	él _____
usted _____	ustedes _____	ellas _____

II. First **circle the subjects** in each sentence for 18 puntos. Then, **fill in the blanks** with some form of SER for 18 more puntos.

1. **Alejandro:** ¿Cómo _____ tu hermana ?
2. **Francisco:** Ella _____ rubia, alta, y delgada.
3. **Soledad:** Mi familia y yo _____ de los EE.UU.
4. _____ ¿De dónde _____ ustedes?
5. **Isis:** Nosotros _____ de Puerto Rico.
6. **Juan:** ¿De dónde _____, Pedro? (Note: Juan is speaking TO Pedro)
7. **Pedro:** Yo _____ de los Estados Unidos.
8. _____ ¿De dónde _____ la profesora de español?
9. **Juan:** Ella _____ de Lima, Perú.
10. ¿Qué día _____ hoy?
11. Nosotros _____ de Indiana.
12. Las hamburguesas _____ muy buenas.
13. Yo _____ un estudiante magnífico.
14. ¿_____ altos o bajos los chicos nuevos?
15. Vosotros _____ mis amigos favoritos.
16. La chupacabra _____ bastante fea.
17. La comida _____ de México.
18. Hoy _____ el 12 de abril.

SER PACKET ANSWER KEY

Page 1: 'Use of ser worksheet'

1. Eres
2. Es
3. Soy
4. Es
5. Es
6. Son
7. Sois
8. Es
9. Son
10. Somos
11. Somos
12. Es
13. Son
14. Es

Page 2: 'Uses of ser – page 130'

1. Soy
2. Es
3. Son
4. Son
5. Somos
6. Eres
7. Son
8. Somos
9. Es
10. Eres
11. Somos
12. Somos
13. Es
14. Es
15. Somos
16. Somos
17. Eres
18. Es
19. Son
20. Es

Page 3: 'Did you get it? Page 32'

*No answers needed- this page is a review/explanation page

Page 4: 'Did you get it? Page 33'

- Section One:

1. Usted
2. Tú
3. Ustedes
4. Usted
5. Ustedes
6. Ustedes
7. Usted
8. Tú

- Section Two:

1. Él
2. Ellos
3. Nosotros
4. Ellos
5. Ella
6. Ella
7. Él
8. Ellas
9. Nosotras
10. Él

- Section Three:

1. Tú
2. Somos
3. Ellos
4. Él
5. Ellas
6. Yo
7. Ella
8. Tú
9. Él
10. Ellos/ellas

Page 5: 'Did you get it? Page 34'

- Section Four:

1. Es
2. Somos
3. Eres
4. Son
5. Sois/son
6. Soy
7. Es
8. Son
9. Es
10. Somos

- Section Five:

1. Yo soy Carmen. Soy de La República Dominicana.
2. Nosotras somos Lidia y Adela. Nosotras somos de Colombia.
3. Tú eres Roque. Tú eres de el Salvador.
4. Ellos son Bárbara y Carlos. Ellos son de Uruguay.
5. Ustedes son los Señores Tobar. Ustedes son de Panamá.
6. Él es el maestro de español. El es de España.

- Section Six:

1. Soy
2. Es
3. Son
4. Somos
5. Eres
6. Soy

- Section Seven:

*Answers will vary. Students are writing two sentences stating who they are and where they are from. (Example: Yo soy Stephanie. Soy de los Estados Unidos.)

Page Six: 'Ser worksheet'

- Part I:

1. Yo soy
2. Tú eres
3. Usted es
4. Nosotros son
5. Vosotros sois
6. Ustedes son
7. Ella es
8. Él es
9. Ellas son

- Part Two:

1. Subject: hermana
Ser: es
2. Subject: ella
Ser: es
3. Subject: mi familia y yo
Ser: somos
4. Subject: ustedes
Ser: son
5. Subject: nosotros
Ser: somos
6. Subject: Pedro
Ser: eres
7. Subject: yo
Ser: soy
8. Subject: profesora
Ser: es
9. Subject: ella
Ser: es
10. Subject: día
Ser: es
11. Subject: nosotros
Ser: somos
12. Subject: hamburguesas
Ser: son
13. Subject: yo
Ser: soy
14. Subject: chicos
Ser: son
15. Subject: vosotros
Ser: sois
16. Subject: chupacabra
Ser: es
17. Subject: comida
Ser: es
18. Subject: hoy
Ser: es

Section F: Lesson Plan Modified For ADHD

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #3:

Ser: Using Chapter Three Vocabulary for the Uses of Ser

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

- MH 9.1.2 Recognize and state information about self and others in simple terms.
- MH 9.1.8 Recognize speaking and listening strategies that facilitate communication.
- MH 9.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
- MH 9.6.1 Use digital media and culturally authentic resources to build vocabulary.
- MH 9.7.3 Recognize and use basic idiomatic and colloquial expressions in the target language.

Performance Objectives:

1. Given the YouTube Ser Video, students will take notes for participation.
(<http://www.youtube.com/watch?v=6QzEmSJvHPw&feature=related>)
2. Given the Ser Packet (attached), students will self-grade by verbally discussing their answers to the homework assignment from the previous lesson (first page front and back of ser conjugations) for participation.
3. Given a copy of the Teacher's Lecture Notes (attached) students will participate by following along as the teacher further explains the uses of ser, verified by the teacher for participation.
4. Given the Ser Packet, student will complete pages 32-34 with a partner, verified by the teacher for completion after being turned in as a formative assessment.
5. Given the Ser Recognition Read-Aloud, students will raise their hand upon recognition of a form of the verb ser, verified by the teacher for participation.
6. Given the Ser Recognition Read-Aloud a second time, students will write what they hear the teacher dictates with only one spelling error from the seven occurrences of the verb ser.

Assessment: Today's goal is to get the students more comfortable with the verb ser and how to conjugate it and begin using it. The first activity to do so involves an informative, educational YouTube video (<http://www.youtube.com/watch?v=6QzEmSJvHPw&feature=related>). During this time, students should take notes. Afterward, the teacher will walk around and make sure that

students have completed the activity in a participation format. Next, students will refer to their Ser Packets and self-grade their homework from the previous day's lesson as we discuss it in class as a participatory activity. Then, students will be given a copy of the Teacher's Lecture Notes and will follow along for participation when the teacher is explaining the uses of ser, focusing on the DOCTOR acronym. The teacher must monitor the students to ensure that they are participating and engaged. (Participating does not always mean asking questions, although that is preferred. However, students need be focused and writing if they are taking notes.) To follow, students will once again refer to their Ser Packet and complete pages 32-34. The students will turn this in as a formative assessment, but it will be graded for completion, as it would be unfair to diminish a student's grade for trying a new topic. Finally, students will participate in the Read-Aloud activity. The first half of this activity asks students to simply raise their hands when they hear a conjugated form of the verb ser, as the teacher is reading the Read-Aloud activity to the students. Because this is an oral exercise for the teacher, it is a listening activity for students; students will not be given a physical, visual copy of what the teacher is reading. This activity will serve as an informal assessment of students' ability to recognize the verb in practical use. The second part of the Read-Aloud activity asks students to write what they hear the teacher say as he or she repeats the same passage (in this case, dialogue) as before. This will serve as a dictation to develop students' listening skills in the target language. Because students are writing, this will be another assessment of whether the students understand how to use the verb and whether they understand what they hear. This assignment will be turned in to check for mastery of the spelling of the verb ser. Students will complete the assignment with only one spelling error from the seven occurrences of the verb ser. Any other spelling errors will be corrected for students, but will not count against their grade!

Advanced Preparation by Teacher:

1. Prepare/Pre-upload both YouTube videos
2. Be sure all students have a copy of the Ser Packet (give a copy to those who do not)
3. Copy Teacher's Lecture Notes for all students
4. Create/Print Read-Aloud activity (dialogue attached)

Procedure:

Introduction/Motivation: ¡Hola, clase! Bienvenidos a nuestro día de ser. (Hello, class! Welcome to ser day!) Today we will be talking about the verb ser. I will help you review the conjugations and help you learn how to use the verb. I have some fun activities planned for today, so let's get started!

Step-by-Step Plan:

1. Play the first YouTube video on Ser. Have students take notes on the uses of ser. (<http://www.youtube.com/watch?v=6QzEmSJvHPw&feature=related>) (Gardner: Intrapersonal, Visual/Spatial, Verbal/Linguistic, Logical-Mathematical) (Bloom's: Besides the conjugations for ser, what else does this video show you? – Knowledge) (Bloom's: What is the main idea of this video? – Comprehension)
2. Have students get out their Ser Packets and refer to their homework from yesterday (the first page of conjugations front and back). Go over the answers as a class by going around the room. (answer sheet attached) (Gardner: Visual/Spatial, Verbal/Linguistic) (Bloom's: Which is the best answer for number one, two, etc? –

Comprehension) (Bloom's: What form of ser best completes this sentence? – Knowledge)

3. Give each student a copy of the Teacher's Lecture Notes. The teacher will explain the uses of ser, concentrating on the DOCTOR acronym, and students will follow along as a participation exercise. (Gardner: Visual/Spatial, Verbal/Linguistic) (Bloom's: Develop another acronym for ser, besides DOCTOR. – Application)
4. Have students refer back to their Ser Packet (attached). In small groups of two or three, students will complete pages 32-34. This will be turned in as a formative assessment of understanding of the verb, but will be graded for completion. (Gardner: Intrapersonal, Visual/Spatial, Verbal/Linguistic) (Bloom's: List the different uses for ser that you find in your packets. – Analysis) (Bloom's: What is the function of the verb ser? – Analysis)
5. Refer to the Ser Recognition Read-Aloud activity (attached at end). Read the dialogue and ask student to raise their hand when they hear a conjugated form of the verb ser. (Gardner: Verbal/Linguistic, Intrapersonal) (Bloom's: Which forms of the verb ser did you hear? – Knowledge)
6. Read the Ser Recognition Read-Aloud activity (attached) a second time. This time, students should write what they hear (word for word like a dictation). Have students turn this paper in for completion. (Gardner: Verbal/Linguistic, Intrapersonal) (Bloom's: What do you think the theme is for this conversation? – Analysis) (Bloom's: What words do you not understand that you heard? – Comprehension)

Closure: I am really pleased with how fast you are learning this verb. You are going to be masters at this! For those of you that are still a little unsure or still need more practice, please do not worry. Tomorrow, we will do some more activities with ser and hopefully move on to estar. Remember: to be or...to be? ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with ADHD: Students with ADHD could benefit if a teacher implements behavioral interventions, implements cognitive-behavioral interventions, and monitors the use of medications. A Behavioral Intervention for this lesson is having orderly events with antecedent and consequent events. Basically, the student needs structure and help transitioning between individual activities, while at the same time, involving some physical activity. In my lesson plan, I have planned in transitions between individual seatwork and group work to provide the ADHD student with physical movement, as well as a logical progression of activities that flow from one to the other. Also helpful for the ADHD student, is implementing cognitive-behavioral interventions. For my lesson plan, this could be included by having the student keep a personal log/journal about how many times he or she leaves his or her seat and for what reason; this gets the student thinking (cognitive) about their behavior (behavioral) and whether or not it is necessary. Most ADHD students are in need of activity, so recording this activity may reduce its frequency. Furthermore, a teacher that has a student with ADHD should be aware of what medicines the student is using. If a student has changed medications, the teacher should record any unusual actions. For example, because I have included physical activity and time for a short break between the varied activities, the student should be fairly well stimulated. If a student typically does a certain action, and upon switching medications has stopped or increased a given action, the teacher should document the change. This is so that the student may change

medications to ideally offer the student with the best learning environment possible. Without the proper tools, an ADHD student cannot learn; teachers need to know that for most students with ADHD, their medication is one of their tools! Specifically for my lesson, the student with ADHD will be given signals to begin and end each activity, be given verbal and written instructions on how to complete the given activity (the copy of the Teacher's Lecture Notes should help the student understand and follow along), use peers as extra help during group activities and discussions, use breaks appropriately (monitor behavior during transitions), work on note-taking skills, and write questions down before asking (writing phrases that he or she heard during the Read-Aloud dictation). A student with ADHD in my classroom that is present for this lesson will surely be able to succeed, given the aforementioned tools and opportunities. Most adaptations for this student can also help the class as a whole, so some of which have been included into the lesson plan for all students to benefit from.

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Will the student with ADHD be able to participate fully without being too distracting and difficult?
- Was my adaptation for the student with ADHD beneficial for that student?
- Did the other students also benefit from the adaptations that I made for the student with ADHD?
- Were the students able to gain more knowledge from the YouTube video or was it not as educational as I had envisioned?
- Were students able to conjugate the verb *ser* correctly upon leaving my classroom today?
- Do students now understand both the conjugation and the usage of *ser* or do they need further practice in either skill?
- Have students had enough opportunities to use the verb *ser* properly enough to move on to the next lesson about *estar*?
- Were students able to properly write what they heard during the dictation (the second part of the read-aloud activity)?

Teacher's Lecture Notes for SER

The verb ser:

- Means to be
- It is an irregular verb
- Primarily use ser to describe what a person or thing is like

Singular Form of Ser:	Plural Form of Ser:
Yo soy	Nosotros/nosotras somos
Tu eres	Vosotros/vosotras sois
Ud/él/ella es	Uds/ellos/ellas son

You already know to use ser like this (what a person is like):

1. Tú eres muy deportista, ¿no?
Sí, soy deportista.
Mi amigo Pablo es deportista también.
2. ¿De dónde eres?
Yo soy de los Estados Unidos.

General Ser Rule (adapted from <http://www.spanishdict.com/answers/100040/ser-and-estar>)

Ser is used to classify and identify permanent or lasting attributes. If the general rule isn't specific enough for you, think of the acronym: DOCTOR

D - Description
O - Occupation
C - Characteristic
T - Time
O - Origin
R - Relationship

1. Description

For description, think of what you would say if someone asked you "What's he like?" These are the essential qualities that define a person and probably won't change. They can be a name or a physical description.

- Yo **soy** Raúl. (*I **am** Raúl.*)
- Yo **soy** alta, morena, y delgada. (*I **am** tall, dark-skinned, and thin.*)

2. Occupation

Occupations are seen as life-long careers and are therefore seen as more "permanent" than many people would think in the United States.

- Soy profesora del español. (*I **am** a Spanish teacher.*)
- Ellos **son** estudiantes. (*They **are** students.*)
- Mi padre **era** jardinero. (*My father **was** a gardener.*)

No Indefinite Articles

Notice that the indefinite articles **un**, **una**, **unos**, and **unas** are **omitted** when describing an occupation after the verb *ser*.

3. Characteristic

Characteristics are personality descriptions of a person. These would probably be the second thing you say to "What's he like?"

- Amalia **es** inteligente, atrevida, y amable. (*Amalia **is** inteligente, daring, and friendly.*)
- Mi esposo **es** romántico y cariñoso. (*My husband **is** romantic and caring.*)

4. Time

Time includes days, dates, and hours. For hours, use *es* for one o'clock and *son* for all other hours.

- Hoy **es** miércoles. (*Today **is** Wednesday.*)
- Ayer **fue** mi cumpleaños. (*Yesterday **was** my birthday.*)
- Ahora **es** la una y media. (*Right now **it's** one thirty.*)
- **Son** las cinco y veinticinco. (***It's** five twenty five.*)

5. Origin

As the place a person is from or the material something is made from is not going to change we use *ser* for origin.

- Celia **es** de España. (*Celia **is** from Spain.*)
- Adela **es** peruana. (*Adela **is** Peruvian.*)
- Mi anillo **es** de oro. (*My ring **is** gold.*)

6. Relationship

Even after someone dies or someone breaks up, relationships are described using *ser*.

Religion is a Relationship

Also, since religion is considered a relationship with a higher power, religions are also described using *ser*.

- Lynne **es** mi madre. (*Lynne **is** my mother.*)
- Marcos **es** mi ex-novio. (*Marcos **is** my ex-boyfriend.*)
- Andrés **es** católico. (*Andrés **is** Catholic.*)

SER PACKET

Spanish
(Use of *ser* worksheet)

Me llamo _____

Hoy es _____

Período _____

Use the correct form of *ser*:

1. Tú _____ un alumno excelente.
2. El año que viene _____ el más importante.
3. Yo _____ alto, guapo y tengo mucho pelo. (¡Señor Cashen!)
4. ¿Cuál _____ la fecha?
5. Mi cumpleaños _____ en noviembre.
6. Mis vecinos no _____ muy cómicos.
7. Vosotros _____ delgados.
8. Mi vaca _____ la más grande de todas.
9. Ellos _____ médicos nuevos.
10. Paco y yo _____ buenos amigos.
11. Nosotros _____ actores famosos.
12. ¿_____ usted un payaso?
13. ¿_____ Uds. españoles o argentinos?
14. El monje _____ un hombre serio.

USES OF SER

Fill in the blanks with the proper form of ser.

1. Yo _____ un alumno inteligente.
2. Él _____ muy guapo.
3. El señor Gómez y el señor González _____ profesores.
4. María y Juana _____ muy bonitas.
5. Pablo y yo _____ amigos.
6. Tú _____ muy bonita.
7. Yo _____ un alumno de esa escuela.
8. Nosotros _____ jóvenes.
9. Isabel _____ una chica norteamericana.
10. Tú _____ de Cuba.
11. Ud. y yo _____ de Colombia.
12. Tú y yo _____ de Argentina.
13. ¿Quién _____ usted?
14. Pablo no _____ perezoso.
15. Ellos y yo _____ estudiantes.
16. Uds. y yo _____ inteligentes.
17. ¿_____ tú Juan?
18. _____ la una.
19. ¿_____ Uds. de México?
20. ¿Quién _____ ella?

Nombre _____ Clase _____ Fecha _____

Did You Get It? Presentación de gramática

Level 1 p. 37

Level 1A p. 38

¡AVANZA!

Goal: Learn about subject pronouns and how they are used with the verb **ser**.

Subject Pronouns

Yo soy Rolando.

I am Rolando.

Tú eres Andrés.

You are Andrés.

Él es Esteban.

He is Esteban.

Ella es Mercedes.

She is Mercedes.

Usted es el señor López.

You are Mr. López.

singular subject
pronouns

Nosotros somos José y Ana.

We are José and Ana.

Nosotras somos Eva y Pilar.

We are Eva and Pilar.

Ellos son Óscar y Felipe.

They are Óscar and Felipe.

Ellas son Isabel y Luisa.

They are Isabel and Luisa.

Ustedes son Marta y Álvaro.

You are Marta and Álvaro.

plural subject pronouns

Vosotros sois Pepe y Arturo.

You are Pepe and Arturo.

Vosotras sois Julia y Tina.

You are Julia and Tina.

plural subject pronouns
used only in Spain

EXPLANATION: Subject pronouns are used as the subject of a sentence. In general, they tell who is being described or who is doing the action. English has seven subject pronouns (the six above plus *it*). Spanish has twelve! (*It* is not expressed in Spanish.) In the sentences above, the subject pronouns are used with the verb **ser** (*to be*) to tell who people are.

The Verb **ser** (*to be*)

Yo soy de Estados Unidos.

I am from the United States.

Tú eres de Portugal.

You are from Portugal.

Él/Ella/Usted es de México.

He/She/You is (are) from Mexico.

singular forms of **ser**

Nosotros somos de Ecuador.

We are from Ecuador.

Ellos/Ellas/Ustedes son de Perú.

They/You are from Peru.

plural forms of **ser**

Vosotros (Vosotras) sois de España.

You are from Spain.

plural forms of **ser**
Sois used only in Spain

EXPLANATION: The verb **ser** means *to be*. The sentences in the first section use **ser** to tell *who* people are. The sentences in the second section use **ser** to say *where* they are from.



Nombre _____ Clase _____ Fecha _____

Did You Get It? *Práctica de gramática*

Level 1 pp. 38–39
Level 1A pp. 39–41

¡AVANZA!

Goal: Learn about subject pronouns and how they are used with the verb *ser*.

- ① Which subject pronoun would you use if you were speaking *to* these people: **tú**, **usted**, or **ustedes**?

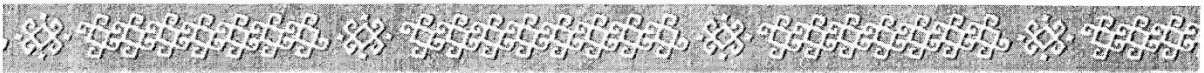
- | | |
|--------------------------------|---------------------------------|
| 1. la maestra de español _____ | 5. los padres de tu amigo _____ |
| 2. tu amigo _____ | 6. tus amigos José y Paco _____ |
| 3. dos amigos _____ | 7. el doctor García _____ |
| 4. el señor López _____ | 8. tu mamá _____ |

- ② Which subject pronoun would you use if you were speaking *about* these people: **él**, **ella**, **nosotros**, **nosotras**, **ellos**, or **ellas**?

- | | |
|--------------------------------------|------------------------------|
| 1. Andrés _____ | 6. tu hermana _____ |
| 2. el señor y la señora Valdés _____ | 7. el abuelo _____ |
| 3. tú y yo [Jorge] _____ | 8. María y su mamá _____ |
| 4. Elena _____ | 9. Marielsa y yo [Ana] _____ |
| 5. Roberto, Luis y Álvaro _____ | 10. el maestro _____ |

- ③ Who are these people? Complete each sentence with the corresponding subject pronoun.

- | | |
|-----------------------------|------------------------------------|
| 1. _____ eres Felipe. | 6. _____ soy amiga de Ernesto. |
| 2. _____ somos amigos. | 7. _____ es la maestra de español. |
| 3. _____ son maestros. | 8. _____ eres estudiante. |
| 4. _____ es Luis. | 9. _____ es mi amigo. |
| 5. _____ son Luisa y Elena. | 10. _____ son estudiantes. |



Nombre _____ Clase _____ Fecha _____

- 4 Where are these people from? Complete each sentence with the correct form of the verb **ser**.

1. Linda _____ de Estados Unidos.
2. Miguel y yo _____ de Argentina.
3. Tú _____ de Venezuela.
4. Ellos _____ de Puerto Rico.
5. Anita y usted _____ de España.
6. Yo _____ de Uruguay.
7. Él _____ de Perú.
8. Ustedes _____ de Cuba.
9. Pilar _____ de Ecuador.
10. Nosotros _____ de Nicaragua.

- 5 Use the information given to say who each person is and where each person is from. The first one is done for you.

1. yo / Carmen / la República Dominicana
Yo soy Carmen. Yo soy de la República Dominicana.
2. nosotras / Lidia y Adela / Colombia

3. tú / Roque / El Salvador

4. ellos / Bárbara y Carlos / Uruguay

5. ustedes / los señores Tobar / Panamá

6. él / el maestro de español / España

- 6 Complete the conversation between José and Andrea using the correct form of **ser**.

José: ¡Hola! Yo _____ José.

Andrea: ¡Hola, José! Yo soy Andrea. Él _____ Miguel.

José: ¡Hola! ¿De dónde _____ ustedes?

Andrea: Nosotros _____ de Cuba. ¿De dónde _____ tú?

José: Yo _____ de Guatemala.

- 7 Write two sentences stating who you are and where you are from.

Ser Worksheet

Me llamo _____

45 puntos

Hoy es el _____

Período _____

I. Conjugate the infinitive SER: (9 puntos)

yo _____	nosotros _____	ella _____
tú _____	vosotros _____	él _____
usted _____	ustedes _____	ellas _____

II. First **circle the subjects** in each sentence for 18 puntos. Then, **fill in the blanks** with some form of SER for 18 more puntos.

1. **Alejandro:** ¿Cómo _____ tu hermana ?
2. **Francisco:** Ella _____ rubia, alta, y delgada.
3. **Soledad:** Mi familia y yo _____ de los EE.UU.
4. _____ ¿De dónde _____ ustedes?
5. **Isis:** Nosotros _____ de Puerto Rico.
6. **Juan:** ¿De dónde _____, Pedro? (Note: Juan is speaking TO Pedro)
7. **Pedro:** Yo _____ de los Estados Unidos.
8. _____ ¿De dónde _____ la profesora de español?
9. **Juan:** Ella _____ de Lima, Perú.
10. ¿Qué día _____ hoy?
11. Nosotros _____ de Indiana.
12. Las hamburguesas _____ muy buenas.
13. Yo _____ un estudiante magnífico.
14. ¿_____ altos o bajos los chicos nuevos?
15. Vosotros _____ mis amigos favoritos.
16. La chupacabra _____ bastante fea.
17. La comida _____ de México.
18. Hoy _____ el 12 de abril.

SER PACKET ANSWER KEY

Page 1: 'Use of ser worksheet'

15. Eres
16. Es
17. Soy
18. Es
19. Es
20. Son
21. Sois
22. Es
23. Son
24. Somos
25. Somos
26. Es
27. Son
28. Es

Page 2: 'Uses of ser – page 130'

21. Soy
22. Es
23. Son
24. Son
25. Somos
26. Eres
27. Son
28. Somos
29. Es
30. Eres
31. Somos
32. Somos
33. Es
34. Es
35. Somos
36. Somos
37. Eres
38. Es
39. Son
40. Es

Page 3: 'Did you get it? Page 32'

*No answers needed- this page is a review/explanation page

Page 4: 'Did you get it? Page 33'

- Section One:

9. Usted
10. Tú
11. Ustedes
12. Usted
13. Ustedes
14. Ustedes
15. Usted
16. Tú

- Section Two:

11. Él
12. Ellos
13. Nosotros
14. Ellos
15. Ella
16. Ella
17. Él
18. Ellas
19. Nosotras
20. Él

- Section Three:

11. Tú
12. Somos
13. Ellos
14. Él
15. Ellas
16. Yo
17. Ella
18. Tú
19. Él
20. Ellos/ellas

Page 5: 'Did you get it? Page 34'

- Section Four:

11. Es
12. Somos
13. Eres
14. Son
15. Sois/son
16. Soy
17. Es
18. Son
19. Es
20. Somos

- Section Five:

7. Yo soy Carmen. Soy de La República Dominicana.
8. Nosotras somos Lidia y Adela. Nosotras somos de Colombia.
9. Tú eres Roque. Tú eres de el Salvador.
10. Ellos son Bárbara y Carlos. Ellos son de Uruguay.
11. Ustedes son los Señores Tobar. Ustedes son de Panamá.
12. Él es el maestro de español. El es de España.

- Section Six:

7. Soy
8. Es
9. Son
10. Somos
11. Eres
12. Soy

- Section Seven:

*Answers will vary. Students are writing two sentences stating who they are and where they are from. (Example: Yo soy Stephanie. Soy de los Estados Unidos.)

- Part Two:

3. Subject: hermana
Ser: es
4. Subject: ella
Ser: es
5. Subject: mi familia y yo
Ser: somos
6. Subject: ustedes
Ser: son
7. Subject: nosotros
Ser: somos
8. Subject: Pedro
Ser: eres
9. Subject: yo
Ser: soy
10. Subject: profesora
Ser: es
11. Subject: ella
Ser: es
12. Subject: día
Ser: es
13. Subject: nosotros
Ser: somos
14. Subject: hamburguesas
Ser: son
15. Subject: yo
Ser: soy
16. Subject: chicos
Ser: son
17. Subject: vosotros
Ser: sois
18. Subject: chupacabra
Ser: es
19. Subject: comida
Ser: es
20. Subject: hoy
Ser: es

Page Six: 'Ser worksheet'

- Part I:

10. Yo soy
11. Tú eres
12. Usted es
13. Nosotros son
14. Vosotros sois
15. Ustedes son
16. Ella es
17. Él es
18. Ellas son

Ser Recognition Read-Aloud: ¿Cuál es tu trabajo?

Dialogue: (adapted from

http://en.wikibooks.org/wiki/Spanish/Lessons/%C2%BFCu%C3%A1l_es_tu_trabajo%3F)

*First time= students raise their hand when they hear a form of ser (soy, eres, es, somos, sois, son)

*Second time= students write what they hear (dictation to develop listening skills)

Raúl: Hola, Sofía. ¿Cuál **es** tu trabajo?

Sofía: Trabajo en una tienda.

Raúl: Vale. Tú **eres** vendedora.

Sofía: Y tú, ¿cuál **es** tu trabajo?

Raúl: Ah, **soy** profesor de inglés como mi hermano. **Somos** profesores en la misma escuela.

Sofía: ¡Qué bueno que ustedes **son** profesores! ¿Hablas inglés nativamente?

Raúl: No, me encanta aprender idiomas.

Sofía: Sí, quiero aprender el inglés para mi trabajo, también. Siempre hay clientes que quieren hablar en inglés. **Es** muy difícil.

Raúl: Sí, entiendo. ¡Adiós!

Section G: Lesson Plan Modified For Learning Disabilities

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #4:
Review of Ser and Start of Estar

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

- MH 9.1.8 Recognize speaking and listening strategies that facilitate communication.
- MH 9.3.5 Describe objects, self, and others in written and spoken language in simple terms with teacher guidance. (*This is met through the use of the verb estar, as this is the most common ways to use the verb.*)
- MH 9.5.2 Integrate content area concepts and skills through relevant activities. (*There are many music-related activities in this lesson.*)
- MH 9.6.1 Use digital media and culturally authentic resources to build vocabulary.
- MH 9.7.3 Recognize and use basic idiomatic and colloquial expressions in the target language.

Performance Objectives:

1. Given the YouTube video about ser (link attached), students will write at least ten phrases that they hear from the video, graded by the teacher for completion. (http://www.youtube.com/watch?v=16D-B_SSNqY)
2. Given their list of ten phrases from the previous YouTube video about ser, students will write the phrases they heard on the board for participation in a follow-up discussion.
3. Given a short lecture based on the attached Teacher's Lecture Notes for Estar, students will conjugate the the verb estar on the first page (front and back) of the attached Estar Packet for completion.
4. Given the Direction Words Vocabulary sheet (attached), students will act out the vocabulary words by using the words in a short song that has movements, verified by and participating alongside the teacher.
5. Given the Estar Packet (attached), students will practice the correct usage of the verb estar by finishing the packet for completion. (*this will later serve as a formative assessment after we have gone over it as a class in the next class period!*)

Assessment: Today's goal is to complete the section on ser and move on to estar, while including the direction words vocabulary and the acronym PLACE. Students will first watch the YouTube video about ser (http://www.youtube.com/watch?v=16D-B_SSNqY). During the video, students will write ten phrases down that they hear from the video. This assignment will be checked for completion, but will mainly serve as a way to drive a follow-up conversation after they have written some sentences on the board. The teacher will talk about the sentences/phrases, discuss their meaning related to the verb ser, and correct any grammar mistakes. Next, student will watch the YouTube video – “Ser song.” This video is a short thirty second clip that sings the conjugations for the verb Ser. It puts a rhythm to the conjugation, so students can remember the tune, and then remember the verb forms. Because this is just an educational enrichment tool, this will not be graded as an assessment. Students are simply expected to be attentive. (<http://www.youtube.com/watch?v=Yi8VW4xKciQ>). Then, refer to the Teacher's Notes for estar (attached). Explain how to conjugate the verb, using the first chart in the Teacher's Notes. Directly afterward, students should complete the first page (front and back) of conjugations by themselves. Give students about 5-10 min to complete the conjugations, then go over the answers as a completion assessment (see Estar Packet Answer Key). To prepare students for completing the rest of the Estar packet, review 'direction words' by going over the attached Direction Words Vocabulary sheet. Start by telling the students how to pronounce the word, then have them repeat it back for participation. To help engage the bodily-kinesthetic and musical learners, teach students the 'Cancion de Locaciones,' which is also located on the attached Direction Words Vocabulary sheet. This is also a participation assessment, as the goal is to enhance learning, not check for it. Last, have students go back to the attached Estar packet and finish pages 14-16 with a partner. If there is not enough time to finish in class, have students finish it as homework. If there is enough time in the period and students have finished, collect it and check for completion.

Advanced Preparation by Teacher:

1. Locate and pre-load ser video (http://www.youtube.com/watch?v=16D-B_SSNqY)
2. Locate and pre-load second ser (song) video
<http://www.youtube.com/watch?v=Yi8VW4xKciQ>
3. Make/prepare Teacher's Notes on estar (attached)
4. Make/prepare/copy the Estar packet (attached)
5. Make/prepare/copy Direction Words Vocabulary sheet (attached)
6. Attach to the Direction Words Vocabulary sheet the 'Cancion de Locaciones'

Procedure:

Introduction/Motivation: ¡Hola, clase! This will be the last day discussing ser. I have some fun and final activities planned for this verb. Afterward, we will move on with estar, getting us closer to a very fun project I have planned for you in the next few days.

Step-by-Step Plan:

1. Show students the YouTube video. Their goal is to write down at least ten phrases that they hear in the video. (http://www.youtube.com/watch?v=16D-B_SSNqY)
(Gardner: Intrapersonal, Visual/Spatial, Verbal/Linguistic, Logical-Mathematical)
(Bloom's: How would you improve the dialogue in the video? – Synthesis)
(Bloom's: Create a new dialogue for the character, using similar phrases. – Synthesis)

2. Using the ten phrases that students wrote down, have students write some on the board. The teacher will discuss the phrases, their meanings, point out vocabulary, and correct any grammar/spelling mistakes.
(Gardner: Intrapersonal, Bodily-Kinesthetic, Visual/Spatial, Verbal/Linguistic)
(Bloom's: Rephrase the incorrect sentences and phrases. – Comprehension)
(Bloom's: How else could write a phrase using this verb? – Application)
3. YouTube video – “Ser song” *This video is a short thirty second clip that sings the conjugations for the verb Ser. It puts a rhythm to the conjugation, so students can remember the tune, and then remember the verb forms. This is a quick and excellent help for musical learners. Tell students that this is the last ser activity before beginning the verb estar! <http://www.youtube.com/watch?v=Yi8VW4xKciQ>
(Gardner: Musical/Rhythmical)
(Bloom's: Choose another song that you could use for remembering the verb ser. – Application)
4. Refer to the Teacher's Notes for estar (attached). Explain how to conjugate the verb, using the first chart in the Teacher's Notes.
(Gardner: Verbal/Linguistic, Visual/Spatial)
(Bloom's: What is the relationship between the acronym PLACE and the use for estar? – Analysis)
5. Refer to the Estar packet. In class by themselves, students should complete the first page (front and back) of conjugations. Give students about 5-10 min to complete the conjugations, then go over the answers in class. (see provided Estar Packet Answer Key)
(Gardner: Intrapersonal, Verbal/Linguistic)
(Bloom's: What are the endings for the verb estar? – Knowledge)
6. To prepare students for completing the rest of the Estar packet, review 'direction words' by going over the attached Direction Words Vocabulary sheet. Start by telling the students how to pronounce the word, then have them repeat it. To help engage the bodily-kinesthetic and musical learners, teach students the 'Cancion de Locaciones,' which is also located on the attached Direction Words Vocabulary sheet.
(Gardner: Verbal/Linguistic, Bodily-Kinesthetic, Musical/Rhythmical)
(Bloom's: how do we use direction words with the verb estar? – Comprehension)
7. Have students go back to the attached Estar packet and finish pages 14-16 with a partner. If there is not enough time to finish in class, have students finish it as homework. If there is enough time in the period and students have finished, collect it and check for completion. (At the beginning of the next lesson, we will go over the answers.)
(Gardner: Visual/Spatial, Interpersonal)
(Bloom's: How you do write a sentence with proper grammar using direction words and the verb estar? – Comprehension)

Closure: Not only did we finish the verb ser today, but we also started estar and reviewed the direction words! We had a very fun, successful day. Tomorrow, we will do some more practice with the verb estar and begin discussing when we use which verb. Remember: to be or...to be? ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with a learning disability: A student with a learning disability in listening could **be given a list of directions in both the target language and English**. This student could **use assistive technology to translate** a given word quickly or to have a phrase or instructions repeated for understanding. A student with a disability in reading should not struggle during this class, as there are no formal readings assigned; the only reading involved is reading the sentences on the Estar Packet. This **student could have the sentences read to him or her while filling in the correct conjugations** or **use assistive technology to turn the text to speech**. A student with a disability in writing would only struggle with the final section of the Estar Packet, which asks students to form sentences, based on the given information. Any other writing portions of the lesson do not contain formal, complete sentence writing; it involves writing short phrases. **If the student is not able to write simple phrases by him or herself, then use assistive technology to check for proper spelling, punctuation, grammar, word usage, or organization** (in the target language of Spanish). Any student with a learning disability will succeed during this lesson!

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Did students gain understanding of the verb ser from the conversation/phrase YouTube?
- Were students able to write sentences/phrases that they heard while watching the video?
- Did students enjoy the second YouTube video? (the ser song)
- Did students connect the acronym for estar with its usage rules? (The acronym is PLACE; one of estar's main uses is location/place!)
- Did students remember the direction words from lessons earlier in the school year?
- Did the location song (Cancion de locaciones) prove helpful?
- Were students given enough information to complete the Estar packet?

Teacher's Lecture Notes for ESTAR

Adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Singular Form of Estar:	Plural Form of Estar:
Yo estoy	Nosotros estamos
Tu estás	Vosotros estáis
Usted/Él/Ella está	Ustedes/Ellos/Ellas están

Uses of Estar:

Estar is used to indicate temporary states and locations. If the general rule doesn't suffice, think of the acronym **PLACE**, which stands for **P**osition, **L**ocation, **A**ction, **C**ondition, and **E**motion.

P - Position

L - Location

A - Action

C - Condition

E - Emotion

1. Position

Position is the physical position or posture a person or thing is in.

- Mi abuela **está** sentada. (*My grandmother is sitting down/seated.*)
- Yo **estaba** acostada cuando me llamaste. (*I was lying down when you called me.*)

2. Location

The location of someone or something describes where it is permanently, temporarily, actually, or conceptually.

- El baño **está** a la derecha de la sala. (*The bathroom is to the right of the living room.*)
- **Estamos** en el café ahora y estaremos en el cine en 20 minutos. (*We are at the café right now and we will be at the movie theatre in 20 minutes.*)
- Mi abuelo **está** en la luna. (*My grandfather is out of it/lost.*)

Exception for Parties

This is a big one: The **location of an event or party is described using SER**. Not ESTAR!

- La fiesta **es** en mi casa. (*The party is at my house.*)

3. Action

Estar is used to describe an ongoing action using the present progressive tense.

- **Estoy** lavando los platos sucios. (*I **am** washing the dirty dishes.*)
- **Estamos** leyendo los periódicos. (*We **are** reading the newspapers.*)
- *Mi bisabuelo **está** muerto.* (*My great-grandfather **is** dead.*)

Death is Ongoing Action

In Spanish, death is seen as an ongoing action, not a permanent state, thus you use the verb estar and not ser.

4. Condition

Physical and mental conditions are described using estar.

- **Estoy** tan cansada esta mañana. (*I **am** so tired this morning.*)
- Mis niños **están** enfermos hoy. (*My children **are** sick today.*)
- Mi madre **está** un poca loca. (*My mother **is** (acting) a little crazy.*)

5. Emotion

How a person is feeling at a certain moment is described using estar.

- **Estoy** triste. (*I **am** sad.*)
- Ella **está** contenta porque recibió unas flores de su novio. (*She **is** happy because she received some flowers from her boyfriend.*)

ESTAR Packet

Spanish 8
(Use of *estar* worksheet)

Me llamo _____

Hoy es _____

Use the correct form of *estar*:

Período _____

1. Yo _____ en clase todos los días.
2. Ella _____ todavía en San Antonio.
3. ¿En qué mes _____ nosotros?
4. Ellos _____ enfermos.
5. Ud. no _____ en la tienda de hamburguesas.
6. Tú _____ muy contenta hoy. ¿Por qué?
7. Silvio y yo _____ listos para el examen.
8. Vosotros no _____ en la calle correcta.
9. En enero, nosotros _____ en el invierno.
10. Las tarjetas postales _____ en la mesa.
11. Paco _____ en su alcoba.
12. Mónica y el Director _____ en la oficina.
13. El libro pequeño _____ debajo de la mochila.
14. ¡Yo _____ completamente estupenda hoy!

USES OF ESTAR

Fill in the blanks with the proper form of estar.

1. El lápiz _____ sobre del escritorio.
2. Tú _____ en Puerto Rico.
3. Manuel _____ con nosotros.
4. ¿Dónde _____ los libros?
5. ¿Quién _____ enfermo?
6. Nosotros _____ aquí.
7. Ellas y yo _____ en el patio.
8. Tú y ellos _____ en casa.
9. ¿_____ Ud. aquí a las seis?
10. ¿Dónde _____ el médico?
11. Los alumnos _____ en la clase.
12. Juan y yo _____ con ellas.
13. El padre de Paco _____ en Nueva York.
14. Nosotros _____ en la alcoba.
15. Paco y José _____ ausentes.
16. Marta no _____ bien.
17. Yo _____ enfermo.
18. ¿Cómo _____ Ud.?
19. ¿Dónde _____ tú?
20. ¿Tú y yo _____ con el profesor?
21. La chicas _____ en la clase.
22. Tú _____ en el cuarto de baño.
23. Ramón _____ triste.
24. El perro _____ en el suelo.
25. El libro _____ en la mesa.

Nombre _____ Clase _____ Fecha _____

Did You Get It? Presentación de gramática

Level 1 p. 115
Level 1A p. 128

¡AVANZA!

Goal: Use **estar** to talk about location and condition.

The Verb **estar** (to be)

- Study the conjugation of **estar**.

yo	estoy	nosotros(as)	estamos
tú	estás	vosotros(as)	estáis
él/ella/usted	está	ellos/ellas/ustedes	están

- Estar** for location

Read the following sentences, paying attention to the boldfaced words.

El gimnasio **está al lado de** la cafetería. (*The gym is **next to** the cafeteria.*)

La biblioteca **está delante del** gimnasio. (*The library is **in front of** the gym.*)

EXPLANATION: The verb **estar** is used to describe location. Other phrases of location include **dentro de** (*inside of*), **cerca de** (*close to*), **debajo de** (*under*), **detrás de** (*behind*), **encima de** (*on top of*), and **lejos de** (*far from*).

- Estar** for feelings

Read the following sentences, paying attention to the boldfaced words.

El señor Smith **está cansado**. (*Mr. Smith is **tired**.*)

Las chicas **están contentas**. (*The girls are **happy**.*)

Mi mamá **está enojada**. (*My mom is **angry**.*)

EXPLANATION: In addition to location, **estar** is used to describe how you or others feel.

Nombre _____ Clase _____ Fecha _____

Did You Get It? Práctica de gramática

Level 1 pp. 116–117
Level 1A pp. 129–133

¡AVANZA!

Goal: Use **estar** to talk about location and condition.

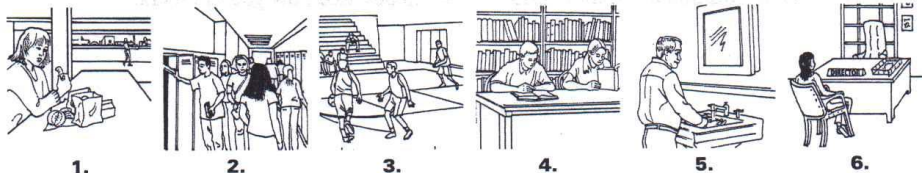
1 Write the location phrases in Spanish.

- | | |
|--------------------|-------------------|
| 1. on top of _____ | 4. behind _____ |
| 2. inside of _____ | 5. close to _____ |
| 3. under _____ | 6. far from _____ |

2 Write the correct form of **estar**.

- Tú _____ cansado.
- Miguel _____ contento.
- Usted _____ nervioso.
- Mis hermanos y yo _____ tranquilos.
- Yo _____ triste.
- ¿ _____ ellas enojadas?
- Los chicos _____ contentos.
- Ana y yo _____ tristes.
- ¿ _____ tú nervioso?
- Ustedes _____ cansados.

3 Complete the sentences to describe where these people are.

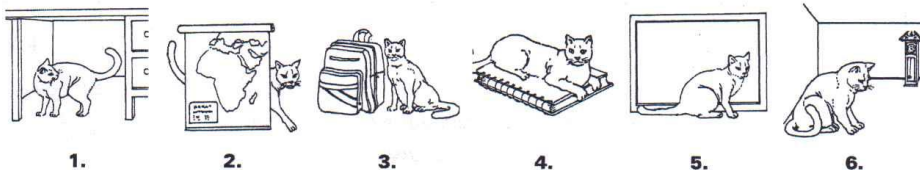


- Ana _____
- Mis amigos y yo _____
- Yo _____
- Los estudiantes _____
- Usted _____
- Ella _____

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Nombre _____ Clase _____ Fecha _____

4 Where's the cat? Use each word from the box only once. The first one is done for you.



Objects	Positions
el escritorio	encima de
el reloj	delante de
el mapa	cerca de
el cuaderno	detrás de
la mochila	debajo de
el pizarrón	lejos de

1. *Está debajo del escritorio.* _____
2. _____
3. _____
4. _____
5. _____
6. _____

5 Write five sentences to describe how the following people feel.

1. Yo _____
2. Mi mejor amigo(a) _____
3. Mis amigos _____
4. Tú _____
5. Mi maestro(a) de español _____

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Direction Words Vocabulary

Izquierda	Left
Derecha	Right
Delante de	In front of
Detrás de	Behind
Cerca de	Close to
Lejos de	Far from
Encima de	On top of
Debajo de	Underneath

Canción de locaciones:

“Izquierda, derecha, delante, detrás. Cerca y lejos y algo más”

(“Left, Right, in front, behind. Close and far y something else”)

*Teacher points in direction given. For example when saying izquierda, point to the left. This gives students a way to put motions and a song with their vocabulary, improving memory and retention. Have students do this exercise as a class!

ESTAR PACKET ANSWER KEY

Page 1: 'Use of estar worksheet'

1. Estoy
2. Está
3. Estamos
4. Están
5. Está
6. Estás
7. Estamos
8. Estáis
9. Somos
10. Están
11. Está
12. Están
13. Está
14. Estoy

Page 2: 'Uses of estar'

1. Está
2. Estás
3. Está
4. Están
5. Está
6. Estamos
7. Estamos
8. Están/estáis
9. Está
10. Está
11. Están
12. Estamos
13. Está
14. Estamos
15. Están
16. Está
17. Estoy
18. Está
19. Estás
20. Estamos
21. Están
22. Estás
23. Está
24. Está
25. Está

Page 3: Did you get it? page 14 *Grammar information sheet*

Page 4: Did you get it? page 15

Part one:

1. Encima de
2. Adentro de
3. Debajo de
4. Detrás de
5. Cerca de
6. Lejos de

Part two:

1. Estás
2. Está
3. Está
4. Estamos
5. Estoy
6. Están
7. Están
8. Estamos
9. Estás
10. Están

Part three:

1. Ana está...
2. Mis amigos y yo estamos...
3. Yo estoy...
4. Los estudiantes...
5. Usted está...
6. Ella está...

Page 5: Did you get it? page 16

Part four:

1. Está debajo del escritorio
2. Está detrás...
3. Está cerca...
4. Está encima...
5. Está delante de...
6. Está lejos de...

Part five:

1. Yo estoy...
2. Mi mayor amiga(o) está
3. Mis amigos están...
4. Tu está
5. Mi maestro(a) de español...

Section H: Lesson Plan Modified for High Ability/Gifted and Talented Students

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #5:
The verb Estar and Ser/estar meaning changes

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

- MH 9.3.5 Describe objects, self, and others in written and spoken language in simple terms with teacher guidance. (*This is met through the use of the verb estar, as this is the most common ways to use the verb.*)
- MH 9.2.1 Understand and respond to classroom requests, commands, and directions.
- MH 9.3.4 Write complete sentences with teacher guidance.
- MH 9.6.1 Use digital media and culturally authentic resources to build vocabulary.
- MH 9.7.2 Recognize and use simple language structures.

Performance Objectives:

1. Given the Estar Packet (attached), students will practice the correct usage of the verb estar by finishing the packet for completion.
2. Given the completed Estar Packet (attached), students will correct their answers as the teacher explains the packet, verified by the teacher as an informal formative assessment.
3. Given an explanation to the Estar Conjugation Exercise (explained in the step-by-step), students will take turns conjugating the verb estar correctly, verified by the teacher for participation.
4. Given the website for the estar computer games (<http://reviewgamezone.com/game.php?id=5579>), students will use technology to practice conjugating the verb estar, verified by teacher for participation.
5. Given a lecture on ser and estar meaning changes (teacher's notes attached), students will take notes to advance their knowledge and understanding of the topic, verified by the teacher for appropriate note-taking skill practice and participation.

Assessment: Today's goal is to complete the section on estar and move on to discussing the meaning differences between ser and estar. Have students go back to the attached Estar packet and finish pages 14-16 with a partner. (This was either collected at the end of the period last class or given as homework, depending on time.) Once students have finished, check it for completion and go over the answers in class! Next, refer to the Directions Words Vocabulary sheet (attached) and

review the Cancion de Locaciones with the students. This is purely a participation exercise, but hopefully it is fun for the students! As a follow-up activity to reinforce, play the YouTube video: the Estar song <http://www.youtube.com/watch?v=sFdJsyp3heI>. Another reinforcement exercise is the Estar exercise: Conjugation concentration. Game play is described in the step-by-step, but this is designed as an educational participation activity in which, ideally, all students are engaged. Afterward, take students to the Computer Lab and have students visit the website: <http://reviewgamezone.com/game.php?id=5579>. The teacher must monitor students as they play the various games and make sure all students are on task. Each student should be playing games that help review/learn the verb estar, not being on unapproved websites! Lastly, refer to the Ser and Estar meaning changes sheet (attached) and begin explaining the meaning changes when using ser or estar. Have students simply take notes for participation. (The Exercises part will be done tomorrow in class!)

Advanced Preparation by Teacher:

1. Make/prepare Teacher's Notes on estar (attached)
2. Make/prepare/copy the Estar packet (attached)
3. Have words to Directions Song/Cancion de Locaciones (attached) ready
4. Pre-load and prepare the Estar YouTube: <http://www.youtube.com/watch?v=sFdJsyp3heI>
5. Sign out the computer lab for part of the period 20-30min
6. Make a list of acceptable estar games for the computer lab from this website: <http://reviewgamezone.com/game.php?id=5579>
7. Prepare Ser and Estar Meaning Changes notes and practice worksheet (attached)

Procedure:

Introduction/Motivation: ¡Hola, clase! This will be the last day discussing estar by itself. Our goal is to move forward, finish the verb estar, and begin discussing how to distinguish ser from estar. One of our estar activities today includes time to play games using the verb estar in the computer lab! Each activity we accomplish brings us closer to a very fun project I have planned for you in the next few days.

Step-by-Step Plan:

1. Have students go back to the attached Estar packet and finish pages 14-16 with a partner. This should have been completed before the end of class yesterday or finished for homework. Check for completion, then go over the answers as a class.
(Gardner: Visual/Spatial, Interpersonal)
(Bloom's: How you do write a sentence with proper grammar using direction words and the verb estar? – Comprehension)
2. Refer to the Directions Words Vocabulary sheet (attached) and review the Cancion de Locaciones with the students
(Gardner: Visual/Spatial, Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmical)
(Bloom's: List the vocabulary words used in this song. – Knowledge)
3. Play the YouTube video: the Estar song
<http://www.youtube.com/watch?v=sFdJsyp3heI>
(Gardner: Visual/Spatial, Musical/Rhythmical)
(Bloom's: How do you conjugate the verb estar? – Knowledge)

(Bloom's: How would you compare this estar song to the ser song that we saw last class? – Comprehension)

4. Estar exercise: Conjugation concentration

- Go around the room while students are in their seats
- Whole game is played with verb estar!
- Pattern: tap, tap, clap, clap, snap, snap, SUBJECT
Tap, tap, clap, clap, snap, snap, CONJUGATE
- Example: First student – “tap, tap, clap, clap, snap, snap, YO
Second student – “tap, tap, clap, clap, snap, snap, ESTOY

(Gardner: Verbal/Linguistic, Mathematical/Logical, Musical/Rhythmical)

(Bloom's: How would you apply what you learned from this exercise to help you conjugate the verb correctly? – Application)

(Bloom's: What other approach could you use to memorize and practice this verb?)

5. Computer Lab: have students visit the website:

<http://reviewgamezone.com/game.php?id=5579>

- Monitor students as they play the various games
- Make sure all students are on task and playing games that help review/learn the verb estar!
- Options include:
 - 1) **Outer Space Attackers**
Use the left/right arrows on the keyboard to move ship. Hit space bar to fire at the aliens. Be careful, they are trying to destroy your ship!
 - 2) **Super Soccer Taker**
Get a question correct to try and score a penalty shot against a soccer goalie. Keep your eye on the target or you might miss!
 - 3) **Rock, Paper, Scissors**
Play this classic game against the computer if you answer a question correct. Select rock, paper or scissor and try to beat your opponent.
 - 4) **Super Ping Pong**
Player needs to answer a question correctly, then they get the opportunity to play a round of table tennis.
 - 5) **Wanna be a Billionaire?**
Each answer gets you closer to winning one billion dollars. If you are not sure of yourself get some help or simply walk away.
 - 6) **Super Hitter Baseball**
Participate in a home run contest and try to hit as many home runs as you answer correct questions. Swing for the fences or strike out!
 - 7) **Grade Swap**
Have fun playing this interactive game. What is the highest grade you can get? Answer well and don't let the examiners trick you!
 - 8) **Super Golf Striker**
If a player answers a question correct they get a chance to practice putting on the green at a golf course.
 - 9) **Super Basketball Shooter**
Player is asked a question, if they get it correct they have the opportunity to shoot a basketball in the hoop.

10) Super Quiz (Non-Game)

Player picks an answer. At the end of each turn, they get to see if their answer was correct or not.

(Gardner: Visual/Spatial, Logical/Mathematical, Verbal/Linguistic, Intrapersonal)

(Bloom's: Classify the following games into categories. – Analysis)

(Bloom's: Compare the game you are currently playing to the last. What do you notice? – Analysis)

(Bloom's: Create your own game that is similar to those you have just played. – Synthesis)

(Bloom's: How would you justify that these games are educational and that they relate to Spanish class and help with vocabulary and grammar? – Evaluation)

6. Refer to the Ser and Estar meaning changes sheet (attached) and begin explaining the meaning changes when using ser or estar. Have students simply take notes. (The Exercises part will be done tomorrow in class!)

(Gardner: Visual/Spatial, Verbal/Linguistic)

(Bloom's: Which changes do you find to be the most challenging? – Application)

Closure: Not only did we finish the verb estar today, but we also started distinguishing the uses between the verbs ser and estar! We had a very fun, educational day in the classroom and the computer lab. I hope that you enjoyed the computer lab activities. Tomorrow, we will do some practice activities with the meaning changes concept and also moving on with the basic idea of ser versus estar. Remember: to be or...to be? ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student that is gifted or talented:

A student that is gifted or talented **needs different and more challenging work, not just more work**. Regardless of this misconception, a student that is gifted or talented will succeed in my classroom. A student could be gifted or talented in many different academic disciplines. As my content area focuses mainly on reading, writing, listening, and speaking Spanish, I will explain adaptations for these areas.

If a student is **gifted or talented in reading**, I could have the student read the sentences from the Estar packet to the class. This would display the student's strengths in reading in the target language, as well as challenge him or her to strengthen his or her speaking skills. This student could also explain the rules for the computer lab games to the class. Whenever this child can get a challenging reading activity, which is of course in the target language, this student will be engaged. Reading can be hard to adapt for, but in a foreign language setting, any student with this gift or talent will be able to excel, while being engaged.

If a student is **gifted or talented in writing**, this student has a few options for my language classroom. This student could write the sentences from the Estar packet on the board as we go over the answers. The student is not given more work, nor is he or she singled out in any way. The student is challenged and engaged because using correct spelling, accents, word order and other basic grammar structures is crucial.

If a student is **gifted or talented in listening in the target language**, this student has a couple of options as well. The first option concerns the Estar packet. Instead of looking directly at the packet and checking his or her answers each time, he or she could listen to the given sentence for discussion and write the sentence without looking at the

paper, then check his or her accuracy. This skill strengthens both listening and writing in the target language. If the student is able to listen to the sentence without first seeing it, then use the packet for a correction guide, the student will be engaged. Another option for this student is to follow a similar patterned activity, but with the computer games. The teacher could read the student a sentence from the computer program (or provide the student with headphones and rely on the program itself). Afterward, the student would write what he or she hears, then use the computer program as a self-check. The teacher could also practice a dialogue with this student in a say and repeat pattern.

If a student is **gifted or talented in speaking in the target language**, the teacher can adapt a few parts of this lesson to benefit the student. The first idea is to have the student say the sentences in the estar packet while the teacher goes over the answers; push the student to have proper pronunciation of the words. Another idea is to give the student a dialogue while the other students are working diligently on the computer games. A computer game does not engage someone who is strong in speaking the target language; it will just develop their other skills. Have the student play a few of the computer games, so as to not neglect the other three essential language skills. Then have the student practice a dialogue with the teacher, again stressing pronunciation. Ideally, discuss the dialogue and see if the student can translate the meaning, then do the dialogue in English to check the student's translation work.

Even though these paragraphs reference examples from this lesson, I can use the ideas for every one of my lesson plans in my unit. My unit is primarily grammar based, concentrating on grammar points and the coinciding vocabulary. This is honestly a basic skill, but because it involves a foreign language that uses completely different grammar rules than English, many students struggle. Gifted and talented students will be up for the challenge. These students will be able to understand more complex grammar structures quicker than the other students. **I could have these students use vocabulary that is at a harder level, instead of having them just write more or do more work.** These students need a challenging assignment, not an additional assignment. Some students will be willing to offer more in-class examples. These students can be asked **questions that involve higher level thinking**. Instead of asking basic Bloom's questions with vocabulary, I could ask more challenging questions that involve explaining, decoding, and hypothesizing a word's meaning instead of simply looking it up.

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Were students given enough information to complete the Estar packet?
- Did students complete the estar packet correctly throughout or was there a certain section where the students needed more help?
- Did students remember the Cancion de Locaciones from last class?

- Was the estar song video enjoyable for students or did they think it was stupid?
- Were all students engaged during the estar exercise/Concentration game?
- Were students on task in the computer lab with the estar games?
- Should I have given students a specific list of games to play, length of time required, etc. or were students able to accomplish the task without so much guidance?
- Was it a good idea to start introducing the ser versus estar meaning changes today or should I have waited until the next lesson?

Teacher's Lecture Notes for ESTAR

Adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Singular Form of Estar:	Plural Form of Estar:
Yo estoy	Nosotros estamos
Tu estás	Vosotros estáis
Usted/Él/Ella está	Ustedes/Ellos/Ellas están

Uses of Estar:

Estar is used to indicate temporary states and locations. If the general rule doesn't suffice, think of the acronym **PLACE**, which stands for **P**osition, **L**ocation, **A**ction, **C**ondition, and **E**motion.

P - Position

L - Location

A - Action

C - Condition

E - Emotion

1. Position

Position is the physical position or posture a person or thing is in.

- Mi abuela **está** sentada. (*My grandmother is sitting down/seated.*)
- Yo **estaba** acostada cuando me llamaste. (*I was lying down when you called me.*)

2. Location

The location of someone or something describes where it is permanently, temporarily, actually, or conceptually.

- El baño **está** a la derecha de la sala. (*The bathroom is to the right of the living room.*)
- **Estamos** en el café ahora y estaremos en el cine en 20 minutos. (*We are at the café right now and we will be at the movie theatre in 20 minutes.*)
- Mi abuelo **está** en la luna. (*My grandfather is out of it/lost.*)

Exception for Parties

This is a big one: The **location of an event or party is described using SER**. Not ESTAR!

- La fiesta **es** en mi casa. (*The party is at my house.*)

3. Action

Estar is used to describe an ongoing action using the present progressive tense.

- **Estoy** lavando los platos sucios. (*I **am** washing the dirty dishes.*)
- **Estamos** leyendo los periódicos. (*We **are** reading the newspapers.*)
- *Mi bisabuelo **está** muerto.* (*My great-grandfather **is** dead.*)

Death is Ongoing Action

In Spanish, death is seen as an ongoing action, not a permanent state, thus you use the verb estar and not ser.

4. Condition

Physical and mental conditions are described using estar.

- **Estoy** tan cansada esta mañana. (*I **am** so tired this morning.*)
- Mis niños **están** enfermos hoy. (*My children **are** sick today.*)
- Mi madre **está** un poca loca. (*My mother **is** (acting) a little crazy.*)

5. Emotion

How a person is feeling at a certain moment is described using estar.

- **Estoy** triste. (*I **am** sad.*)
- Ella **está** contenta porque recibió unas flores de su novio. (*She **is** happy because she received some flowers from her boyfriend.*)

ESTAR Packet

Spanish 8
(Use of *estar* worksheet)

Me llamo _____

Hoy es _____

Use the correct form of *estar*:

Período _____

1. Yo _____ en clase todos los días.
2. Ella _____ todavía en San Antonio.
3. ¿En qué mes _____ nosotros?
4. Ellos _____ enfermos.
5. Ud. no _____ en la tienda de hamburguesas.
6. Tú _____ muy contenta hoy. ¿Por qué?
7. Silvio y yo _____ listos para el examen.
8. Vosotros no _____ en la calle correcta.
9. En enero, nosotros _____ en el invierno.
10. Las tarjetas postales _____ en la mesa.
11. Paco _____ en su alcoba.
12. Mónica y el Director _____ en la oficina.
13. El libro pequeño _____ debajo de la mochila.
14. ¡Yo _____ completamente estupenda hoy!

USES OF ESTAR

Fill in the blanks with the proper form of estar.

1. El lápiz _____ sobre del escritorio.
2. Tú _____ en Puerto Rico.
3. Manuel _____ con nosotros.
4. ¿Dónde _____ los libros?
5. ¿Quién _____ enfermo?
6. Nosotros _____ aquí.
7. Ellas y yo _____ en el patio.
8. Tú y ellos _____ en casa.
9. ¿_____ Ud. aquí a las seis?
10. ¿Dónde _____ el médico?
11. Los alumnos _____ en la clase.
12. Juan y yo _____ con ellas.
13. El padre de Paco _____ en Nueva York.
14. Nosotros _____ en la alcoba.
15. Paco y José _____ ausentes.
16. Marta no _____ bien.
17. Yo _____ enfermo.
18. ¿Cómo _____ Ud.?
19. ¿Dónde _____ tú?
20. ¿Tú y yo _____ con el profesor?
21. La chicas _____ en la clase.
22. Tú _____ en el cuarto de baño.
23. Ramón _____ triste.
24. El perro _____ en el suelo.
25. El libro _____ en la mesa.

Nombre _____ Clase _____ Fecha _____

Did You Get It? Presentación de gramática

Level 1 p. 115
Level 1A p. 128

¡AVANZA!

Goal: Use **estar** to talk about location and condition.

The Verb **estar** (to be)

- Study the conjugation of **estar**.

yo	estoy	nosotros(as)	estamos
tú	estás	vosotros(as)	estáis
él/ella/usted	está	ellos/ellas/ustedes	están

- Estar** for location

Read the following sentences, paying attention to the boldfaced words.

El gimnasio **está al lado de** la cafetería. (*The gym is **next to** the cafeteria.*)

La biblioteca **está delante del** gimnasio. (*The library is **in front of** the gym.*)

EXPLANATION: The verb **estar** is used to describe location. Other phrases of location include **dentro de** (*inside of*), **cerca de** (*close to*), **debajo de** (*under*), **detrás de** (*behind*), **encima de** (*on top of*), and **lejos de** (*far from*).

- Estar** for feelings

Read the following sentences, paying attention to the boldfaced words.

El señor Smith **está cansado**. (*Mr. Smith is **tired**.*)

Las chicas **están contentas**. (*The girls are **happy**.*)

Mi mamá **está enojada**. (*My mom is **angry**.*)

EXPLANATION: In addition to location, **estar** is used to describe how you or others feel.

Nombre _____ Clase _____ Fecha _____

Did You Get It? Práctica de gramática

Level 1 pp. 116–117
Level 1A pp. 129–133

¡AVANZA!

Goal: Use **estar** to talk about location and condition.

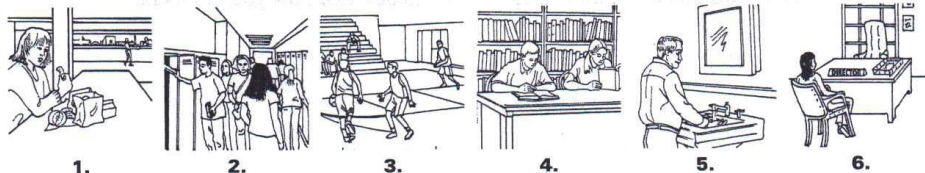
1 Write the location phrases in Spanish.

- | | |
|--------------------|-------------------|
| 1. on top of _____ | 4. behind _____ |
| 2. inside of _____ | 5. close to _____ |
| 3. under _____ | 6. far from _____ |

2 Write the correct form of **estar**.

- Tú _____ cansado.
- Miguel _____ contento.
- Usted _____ nervioso.
- Mis hermanos y yo _____ tranquilos.
- Yo _____ triste.
- ¿ _____ ellas enojadas?
- Los chicos _____ contentos.
- Ana y yo _____ tristes.
- ¿ _____ tú nervioso?
- Ustedes _____ cansados.

3 Complete the sentences to describe where these people are.

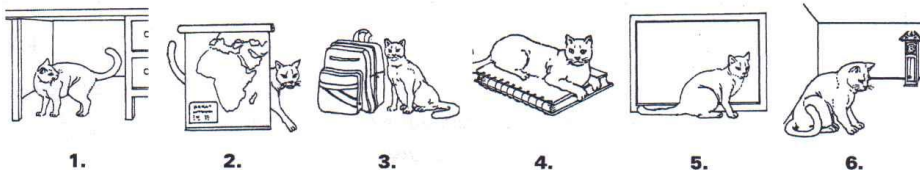


- Ana _____
- Mis amigos y yo _____
- Yo _____
- Los estudiantes _____
- Usted _____
- Ella _____

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Nombre _____ Clase _____ Fecha _____

4 Where's the cat? Use each word from the box only once. The first one is done for you.



Objects	Positions
el escritorio	encima de
el reloj	delante de
el mapa	cerca de
el cuaderno	detrás de
la mochila	debajo de
el pizarrón	lejos de

1. *Está debajo del escritorio.* _____
2. _____
3. _____
4. _____
5. _____
6. _____

5 Write five sentences to describe how the following people feel.

1. Yo _____
2. Mi mejor amigo(a) _____
3. Mis amigos _____
4. Tú _____
5. Mi maestro(a) de español _____

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Direction Words Vocabulary

Izquierda	Left
Derecha	Right
Delante de	In front of
Detrás de	Behind
Cerca de	Close to
Lejos de	Far from
Encima de	On top of
Debajo de	Underneath

Canción de locaciones:

“Izquierda, derecha, delante, detrás. Cerca y lejos y algo más”

(“Left, Right, in front, behind. Close and far and something else”)

*Teacher points in direction given. For example when saying izquierda, point to the left. This gives students a way to put motions and a song with their vocabulary, improving memory and retention. Have students do this exercise as a class!

ESTAR PACKET ANSWER KEY

Page 1: 'Use of estar worksheet'

15. Estoy
16. Está
17. Estamos
18. Están
19. Está
20. Estás
21. Estamos
22. Estáis
23. Somos
24. Están
25. Está
26. Están
27. Está
28. Estoy

Page 2: 'Uses of estar'

26. Está
27. Estás
28. Está
29. Están
30. Está
31. Estamos
32. Estamos
33. Están/estáis
34. Está
35. Está
36. Están
37. Estamos
38. Está
39. Estamos
40. Están
41. Está
42. Estoy
43. Está
44. Estás
45. Estamos
46. Están
47. Estás
48. Está
49. Está
50. Está

Page 3: Did you get it? page 14 *Grammar information sheet*

Page 4: Did you get it? page 15

Part one:

7. Encima de
8. Adentro de
9. Debajo de
10. Detrás de
11. Cerca de
12. Lejos de

Part two:

11. Estás
12. Está
13. Está
14. Estamos
15. Estoy
16. Están
17. Están
18. Estamos
19. Estás
20. Están

Part three:

7. Ana está...
8. Mis amigos y yo estamos...
9. Yo estoy...
10. Los estudiantes...
11. Usted está...
12. Ella está...

Page 5: Did you get it? page 16

Part four:

7. Está debajo del escritorio
8. Está detrás...
9. Está cerca...
10. Está encima...
11. Está delante de...
12. Está lejos de...

Part five:

7. Yo estoy...
8. Mi mayor amiga(o) está
9. Mis amigos están...
10. Tu está
11. Mi maestro(a) de español...

Ser and Estar meaning changes:

*adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Meaning Changes With Ser and Estar

There are some words that can be used with both ser and estar, but take on different meanings depending on the verb. Below you will find a chart with both forms and their meanings in English.

Same Adjective, Different Meaning

Ser

ser aburrido *to be boring*

ser bueno *to be good*

ser cansado *to be a tiring person*

ser grave *to be serious*

ser listo *to be clever*

ser malo *to be bad*

ser orgulloso *to be conceited or vain*

ser moreno *to be dark-skinned*

ser pálido *to be pale skinned*

ser pesado *to be heavy*

ser rico *to be rich*

ser seguro *to be safe*

ser verde *to be green*

ser viejo *to be old*

ser vivo *to be sharp*

Estar

estar aburrido *to be bored*

estar bueno *to be tasty/attractive*

estar cansado *to be tired*

estar grave *to be seriously ill*

estar listo *to be ready*

estar malo *to be ill*

estar orgulloso *to be proud*

estar moreno *to be tanned*

estar pálido *to be pale*

estar pesado *to be tiresome*

estar rico *to be tasty*

estar seguro *to be certain*

estar verde *to be unripe*

estar viejo *to look old*

estar vivo *to be alive*

Exercises

- 1) Pick the correct conjugated form of ser or estar for each phrase
- 2) list the reason for why you chose your answer.

Example: (Soy/Estoy) bajo y perezoso. -> Soy - description and characteristic

1. La cena (es/está) en la mesa.
2. (Son/Están) las siete de la mañana.
3. Yo (soy/estoy) muy cansado. Tengo muchos exámenes mañana.
4. Mi madre (es/está) llamandome. Tengo que irme.
5. ¿De dónde (es/está) la Srta. Peris-Peris?
6. Ángela (es/está) policía en Nueva York.
7. Ahora (somos/estamos) en la oficina.
8. Mi ex-novio todavía (es/está) enojado.
9. Sus abuelos (son/están) muertos.
10. (Soy/Estoy) acostado ahora.

Answers

1. está - location
2. Son - time
3. estoy - condition
4. está - action
5. es - origin
6. es - occupation
7. estamos - location
8. está - emotion
9. están - action *remember death is ongoing in Spanish*
10. Estoy - position

Section I: Lesson Plan Modified For Behavioral Disorders

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #6:

Ser/Estar meaning changes and ser and estar differentiation practice

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

- MH 9.1.2 Recognize and state information about self and others in simple terms.
(*Basic principle of ser and estar*)
- MH 9.1.8 Recognize speaking and listening strategies that facilitate communication.
- MH 9.3.4 Write complete sentences with teacher guidance.
- MH 9.3.5 Describe objects, self, and others in written and spoken language in simple terms with teacher guidance. (*This is met through the use of the verb estar, as this is the most common ways to use the verb.*)
- MH 9.2.1 Understand and respond to classroom requests, commands, and directions.
- MH 9.3.4 Write complete sentences with teacher guidance.
- MH 9.7.2 Recognize and use simple language structures.

Performance Objectives:

1. Given a lecture on ser and estar meaning changes (teacher's notes attached), students will take notes to advance their knowledge and understanding of the topic, verified by the teacher for appropriate note-taking skill practice and participation.
2. Given the attached Practice with Meaning Changes: Ser and Estar sheet, students will complete the chart for participation, based on previous knowledge and lecture notes they have taken.
3. Given the formative assessment worksheet Meaning Changes: Ser and Estar: Exercises (attached), students will distinguish the meanings between ser and estar, scoring a minimum of 80 percent for a completion grade.
4. Given the rules and expectations verbally for the Ser versus Estar Meaning Changes Around the World Flash Card Game, students will participate in the class-wide review game, verified by the teacher for appropriate participation through attentiveness and willingness to try.
5. Given the attached Ser versus Estar Packet, students will complete the first page of conjugations, verified by the teacher for completion and a nine out of ten accuracy rate for both the ser section and the estar section.

6. Given instructions for the writing to learn activity, students will write at least ten sentences for ser and ten sentences for estar, concentrating on grammar and verb usage, verified by the teacher as an informal, formative assessment for both of the aforementioned aspects.
7. Given the finished writing to learn activity, students will write their responses on the chalkboard to facilitate a class-wide discussion on proper grammar and verb usage, verified by the teacher for participation.

Assessment: Today's goal is to continue discussing the meaning differences between ser and estar and give students practice in differentiating between the usages of the two verbs. Refer again to the Ser and Estar meaning changes sheet (attached) and review/continue explaining the meaning changes when using ser or estar. Have students simply take notes for participation if they did not do so yesterday. For practice, students will fill out both the chart and the sentences exercise practice (both attached after the meaning changes teacher's notes). The chart will be for students to keep with their notes as reference. The sentence exercise practice will be turned in for completion, but is for the teacher as a formative assessment to get an idea of what the students understand or don't understand thus far. Next, students will play the Around the World flash card game for more interactive practice (game set-up, parts, and procedures are noted on the attached sheet). This is a participation exercise to ensure that all students get some extra practice. When it is not a student's turn, that student is expected to be attentive anyway. Then, students will go back to their seats and complete only the first page of the attached Ser and Estar Packet. This will serve as yet another formative assessment to see if students understand how to conjugate both ser and estar before moving on to preparation for the upcoming project and unit assessment. The last activity is a writing to learn activity that involves students writing ten sentences about ser and ten sentences about estar. Students will turn this in for an accuracy to grade to see if students used each verb correctly and if they used proper grammar in their sentences. This should be returned to students before Lesson Plan #8, where most of the test review and project work will take place. Before leaving the class, students will write their sentences on the board and the last few minutes of the class period will be spent explaining grammar and verb usage mistakes. Upon leaving the classroom, students should turn in: meaning changes sentences, first page of the ser and estar packet, and the writing to learn activity (ten ser sentences and ten estar sentences).

Advanced Preparation by Teacher:

1. Prepare Teacher's Lecture Notes for ser and estar (attached) for quick reference if students need more help
2. Prepare and copy for each student the Ser and Estar Meaning Changes notes and practice worksheet – fill-in-the-blank and exercise sentences – the answers are included on the same worksheet, but should be only for teacher use, as indicated (attached)
3. Prepare and create the Ser versus Estar Meaning Changes Around the World Flash Card Game (attached) *directions for assembly and game play are attached to the sheet as well
4. Choose appropriate worksheets and activities to help students understand the meaning changes concept of ser versus estar. Make these worksheets into a packet and copy for each student.

Procedure:

Introduction/Motivation: ¡Hola, clase! Today's goal is to review from yesterday the ser and estar meaning changes and begin discussing how to distinguish ser from estar. I have a fun review game planned for you today after we first review a little bit from where we left off yesterday. Therefore, for those of you that were not here yesterday, you can learn it today before the game and not feel behind. Each activity we accomplish brings us closer to a very fun project I have planned for you in the next few days.

Step-by-Step Plan:

1. Refer to the Teacher's Lecture Notes for Ser and Estar meaning changes sheet (attached) and review the meaning changes when using ser or estar. Have students simply take notes if they did not do so during the last class.
(Gardner: Visual/Spatial, Verbal/Linguistic)
(Bloom's: Which changes do you find to be the most challenging? – Application)
2. Give students a copy of the attached Practice with Meaning Changes: Ser and Estar sheet. Have students quickly fill this out, according to the notes from last class or the review session from today.
(Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal)
(Bloom's: Complete the chart, using your class notes. – Knowledge)
3. Give students a copy of the attached Meaning Changes: Ser and Estar: Exercises sheet. This page has a total of ten practice sentences in which students will choose between ser and estar, relying on newly learned information to make their decision. Go over this using the answer key which is also included on the same sheet. *Note: when this sheet is given to the students, the answer key portion will be excluded. This is simply for teacher reference to guide the students.
(Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal)
(Bloom's: Compare the uses for ser and estar to decide which verb properly completes each sentence. – Comprehension)
4. Refer to the Ser versus Estar Meaning Changes Around the World Flash Card Game sheet. The teacher should have set up game play according to the guidelines on the sheet previous to beginning game play. The rules and procedures for game play are outlined on that sheet as well. Teacher should follow both the set-up and the game play rules in accordance to that sheet in order for game play to run properly.
(Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal, Interpersonal, Bodily-Kinesthetic)
(Bloom's: Distinguish between the meaning changes when using ser and estar. Which verb do you need for this sentence? – Analysis)
5. Give students a copy of the attached Ser versus Estar Packet. Have students only complete the first page of basic ser and estar conjugation practice. Then have the students turn it in as a short formative assessment of whether or not students understand how to conjugate both verbs. Explain to students that we will do the rest of the packet tomorrow in class and that they are to only complete the first page today.
(Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal)
(Bloom's: Think of a way for students to distinguish between ser and estar. – Synthesis)

6. Begin a ser and estar writing to learn practice activity. Ask students to write ten sentences properly using ser and ten sentences properly using estar. This is an individual activity, not a group activity.
(Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal)
(Bloom's: Based on what you know, how would you explain the difference between ser and estar? – Evaluation)
7. Have students write their sentences on the board and check for proper spelling, grammar, conjugations, verb usage, and word order/choice. Correct sentences when necessary. Make sure that students have turned in their sentences before leaving. This should also serve as a formative assessment for checking students' grammar ability.
(Gardner: Visual/Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal, Bodily-Kinesthetic)
(Bloom's: How can we improve each of these sentences? – Synthesis)

Closure: Not only did we start distinguishing the uses between the verbs ser and estar, but we also began discussing how to distinguish between the two verbs and when to use which! Next class, we will do some more practice activities with the idea of ser versus estar. Also, we will begin reviewing so you can succeed on both your project and your upcoming unit test. Remember: to be or ...to be? ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with a Behavioral Disorder: When discussing behavioral disorders (also referenced as emotional or conduct disorders) in class, we discussed that these students have tendencies to swear frequently, be non-compliant, lie, touch someone inappropriately, have a negative attitude, be destructive to property, hit, bite, kick, have power struggles, leave the area unexpectedly, and/or talk-out when it is not his or her turn. Among these disorders are: bipolar disorder, obsessive-compulsive disorder, and mental health/conduct disorder. First, if I had a student with bipolar disorder in my class, I would have to make sure that he or she, as well as the student's parents, understood his or her symptoms. I would need to be aware that this student may be apt to quick mood changes and may be on medication or receiving psychotherapy. For example, if I yelled at this student every time he or she had a change in attitude, that would be very counter-productive for this student's success in my classroom. Because of this, a student in my class with bipolar disorder may need a different set of rules and procedures to handle disciplinary infractions, compared to students that do not have bipolar disorder. This disciplinary plan would need to be decided by me, the parents, the student, and possibly an expert in this disorder. Second, if I had a student with obsessive-compulsive disorder, I would also make sure that he or she understands his or her symptoms. This student would be apt to repetitive thoughts, behaviors, or routines that could interrupt the student's learning. Treatment for this disorder involves a combination of medications and cognitive-behavior therapy. A student going through the therapy or even pre-therapy would need help focusing in class and may need to be allowed to complete a compulsion during my class period; I need to be aware of what this student is afraid of or what he or she does as a compulsion. I would also need to know if I am to let the student complete the compulsion or if I am to help reduce the frequency of a given compulsion. Discipline procedures would most likely also need some exceptions or modifications for this student. Lastly, if I had a student with a

conduct disorder, I would need to be made aware of the pattern of disruptive or violent behavior or problems following rules that this student had previous to entering my classroom, versus what I notice in my classroom. **I may need to record frequency of disruptive behavior.** I would need to understand that this student is undergoing medication and/or psychotherapy. **Overall, it is likely that none of these students may need a true modification for a specific lesson plan. Instead, most of these students will need modified discipline plans.** I will be doing most of my modifications in how I handle their specific problem, specifically concentrating on documenting any changes or new developments (positive or negative) in the student's behavior or attitude. These changes could be more or less frequent mood swings for the bipolar student, new or less frequent compulsions for the obsessive-compulsive student, or frequency of disruptive or harmful behavior in the conduct disorder student. Also, I would need to understand how and when these students take their medicine (if they have any) and make sure that students are taken care of in order for them to learn and be successful in my classroom.

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Did students remember the ser versus estar meaning changes from yesterday?
- When students fill out the chart for the ser versus estar meaning changes, was that an effective and beneficial activity?
- When students did the ten sentence practice exercise for the ser versus estar meaning changes, did they complete the sentences correctly?
- Did students enjoy the Around the World game? Would I use this game again and adapt it for another lesson? Would I adapt it for this lesson?
- Were students able to successfully complete the first page of the ser and estar packet? Have I covered that part of the content enough?
- Did I create an appropriate writing to learn activity/assessment? (ten sentences for ser and ten for estar)
- Did it help students to write the sentences from the writing to learn activity on the board? Were more students engaged during this part of the lesson or did it leave many students out?

Teacher's Lecture Notes for ESTAR

Adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Singular Form of Estar:	Plural Form of Estar:
Yo estoy	Nosotros estamos
Tu estás	Vosotros estáis
Usted/Él/Ella está	Ustedes/Ellos/Ellas están

Uses of Estar:

Estar is used to indicate temporary states and locations. If the general rule doesn't suffice, think of the acronym **PLACE**, which stands for **P**osition, **L**ocation, **A**ction, **C**ondition, and **E**motion.

P - Position

L - Location

A - Action

C - Condition

E - Emotion

Teacher's Lecture Notes for SER

Singular Form of Ser:	Plural Form of Ser:
Yo soy	Nosotros/nosotras somos
Tu eres	Vosotros/vosotras sois
Ud/él/ella es	Uds/ellos/ellas son

You already know to use ser like this (what a person is like):

1. Tú eres muy deportista, ¿no?
Sí, soy deportista.
Mi amigo Pablo es deportista también.
2. ¿De dónde eres?
Yo soy de los Estados Unidos.

Ser is used to classify and identify permanent or lasting attributes. If the general rule isn't specific enough for you, think of the acronym: **DOCTOR**

D - Description

O - Occupation

C - Characteristic

T - Time

O - Origin

R - Relationship

Teacher's Lecture Notes:

Ser and Estar meaning changes:

*adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Meaning Changes With Ser and Estar

There are some words that can be used with both ser and estar, but take on different meanings depending on the verb. Below you will find a chart with both forms and their meanings in English.

Same Adjective, Different Meaning

Ser	Estar
ser aburrido <i>to be boring</i>	estar aburrido <i>to be bored</i>
ser bueno <i>to be good</i>	estar bueno <i>to be tasty/attractive</i>
ser cansado <i>to be a tiring person</i>	estar cansado <i>to be tired</i>
ser grave <i>to be serious</i>	estar grave <i>to be seriously ill</i>
ser listo <i>to be clever</i>	estar listo <i>to be ready</i>
ser malo <i>to be bad</i>	estar malo <i>to be ill</i>
ser orgulloso <i>to be conceited or vain</i>	estar orgulloso <i>to be proud</i>
ser moreno <i>to be dark-skinned</i>	estar moreno <i>to be tanned</i>
ser pálido <i>to be pale skinned</i>	estar pálido <i>to be pale</i>
ser pesado <i>to be heavy</i>	estar pesado <i>to be tiresome</i>
ser rico <i>to be rich</i>	estar rico <i>to be tasty</i>
ser seguro <i>to be safe</i>	estar seguro <i>to be certain</i>
ser verde <i>to be green</i>	estar verde <i>to be unripe</i>
ser viejo <i>to be old</i>	estar viejo <i>to look old</i>
ser vivo <i>to be sharp</i>	estar vivo <i>to be alive</i>

Practice with Meaning Changes: Ser and Estar

There are some words that can be used with both ser and estar, but take on different meanings depending on the verb.

Fill in the chart below with both forms and their meanings in English.

Same Adjective, Different Meaning

Ser		Estar	
ser aburrido		estar aburrido	
ser bueno		estar bueno	
ser cansado		estar cansado	
ser grave		estar grave	
ser listo		estar listo	
ser malo		estar malo	
ser orgulloso		estar orgulloso	
ser moreno		estar moreno	
ser pálido		estar pálido	
ser pesado		estar pesado	
ser rico		estar rico	
ser seguro		estar seguro	
ser verde		estar verde	
ser viejo		estar viejo	
ser vivo		estar vivo	

Meaning Changes: **Ser and Estar: Exercises**

- 3) Pick the correct conjugated form of ser or estar for each phrase.
- 4) List the reason for why you chose your answer.

Example: (Soy/Estoy) bajo y perezoso. -> Soy - description and characteristic

11. La cena (es/está) en la mesa.
12. (Son/Están) las siete de la mañana.
13. Yo (soy/estoy) muy cansado. Tengo muchos exámenes mañana.
14. Mi madre (es/está) llamandome. Tengo que irme.
15. ¿De dónde (es/está) la Srta. Peris-Peris?
16. Ángela (es/está) policía en Nueva York.
17. Ahora (somos/estamos) en la oficina.
18. Mi ex-novio todavía (es/está) enojado.
19. Sus abuelos (son/están) muertos.
20. (Soy/Estoy) acostado ahora.

Answers (For teacher use only):

11. está - location
12. Son - time
13. estoy - condition
14. está - action
15. es - origin
16. es - occupation
17. estamos - location
18. está - emotion
19. están - action *remember death is ongoing in Spanish*
20. Estoy - position

Ser versus Estar Meaning Changes Around the World Flash Card Game

*The words in the box below will form the flash cards.

Before game play, teacher should:

1. Get index cards or cut up pieces of paper. Need a total of 30 flash cards!
2. Put the Spanish on one side and the English on another side.
3. The ser cards will be included in the same game as the estar cards, but they will not be written on the game cards. (There will be a set of ser cards with Spanish and English and a set of estar cards with Spanish and English. They will be used in the same game.)

ser aburrido	<i>to be boring</i>	estar aburrido	<i>to be bored</i>
ser bueno	<i>to be good</i>	estar bueno	<i>to be tasty/attractive</i>
ser cansado	<i>to be a tiring person</i>	estar cansado	<i>to be tired</i>
ser grave	<i>to be serious</i>	estar grave	<i>to be seriously ill</i>
ser listo	<i>to be clever</i>	estar listo	<i>to be ready</i>
ser malo	<i>to be bad</i>	estar malo	<i>to be ill</i>
ser orgulloso	<i>to be conceited or vain</i>	estar orgulloso	<i>to be proud</i>
ser moreno	<i>to be dark-skinned</i>	estar moreno	<i>to be tanned</i>
ser pálido	<i>to be pale skinned</i>	estar pálido	<i>to be pale</i>
ser pesado	<i>to be heavy</i>	estar pesado	<i>to be tiresome</i>
ser rico	<i>to be rich</i>	estar rico	<i>to be tasty</i>
ser seguro	<i>to be safe</i>	estar seguro	<i>to be certain</i>
ser verde	<i>to be green</i>	estar verde	<i>to be unripe</i>
ser viejo	<i>to be old</i>	estar viejo	<i>to look old</i>
ser vivo	<i>to be sharp</i>	estar vivo	<i>to be alive</i>

How to play:

1. This is the typical game of Around the World, flash card style.
2. This is a full-class/group activity, so all students should get a turn.
3. Start with having all students in their proper desks.
4. Game play begins when the teacher asks the first students to stand up.
5. Teacher shows the students a flash card (choose between English and Spanish). If the teacher shows the students the Spanish side, the first student to respond with the correct English side wins.
6. The student that wins moves on to the next student and the student that did not win sits in the available seat.
7. Students should move around the room with this activity, as game play continues in the manner.
8. Have students keep track of how many students that have passed.
9. The goal of the game is to be the student that gets Around the World, or around the classroom, by getting to each student and correctly answering the flash card each time. The student that gets Around the World wins. (To save time in a situation where there is not enough time for full game play: the student that has traveled the most wins.)

Ser and Estar Packet

Español 1
Practica Ser y estar

Nombre _____
Fecha _____

A. Ser

Yo- I- soy

Tu- you- eres

El/ella/usted- he/she- es

Nosotros- us/we- somos

Ellos/ustedes- them- son

1. Lola _____
2. mi mama y papa _____
3. La chica y yo _____
4. tu _____
5. el chico y Carlos _____
6. Carolina, Sara y yo _____
7. yo _____
8. los niños _____
9. las maestras y yo _____
10. tu y elena _____

B. Estar

Yo- I- estoy

Tu- you- estas

El/ella/usted- he/she- esta

Nosotros- us/we- estamos

Ellos/ustedes- them- estan

11. Lola _____
12. mi mama y papa _____
13. La chica y yo _____
14. tu _____
15. el chico y Carlos _____
16. Carolina, Sara y yo _____
17. yo _____
18. los niños _____
19. las maestras y yo _____
20. tu y elena _____

Nombre _____ Clase _____ Fecha _____

Did You Get It? Presentación de gramática

Level 1 p. 253

Level 1B p. 48

¡AVANZA!

Goal: Learn the differences between **ser** and **estar**.

UNIDAD 5 Lección 1

Reteaching and Practice

Ser and estar

- There are two verbs in Spanish that mean *to be*. Read the sentences below, paying attention to the boldfaced verb in each. As you read each set of sentences, think about what they are about.

<i>I am from the United States.</i>	→ <i>origin</i>	→ Yo soy de Estados Unidos.
<i>The girls are nice.</i>	→ <i>trait</i>	→ Las chicas son simpáticas.
<i>Raúl is an actor.</i>	→ <i>profession</i>	→ Raúl es actor.
<i>It is one o'clock.</i>	→ <i>time</i>	→ Es la una.
<i>The CDs are Alex's.</i>	→ <i>possession</i>	→ Los discos compactos son de Alex.
<i>It is January 1st.</i>	→ <i>date</i>	→ Es el primero de enero.

- Now read this set of sentences.

<i>I am in Spanish class.</i>	→ <i>location</i>	→ Yo estoy en la clase de español.
<i>The boys are fine.</i>	→ <i>physical condition</i>	→ Los chicos están bien.
<i>The girls are happy.</i>	→ <i>emotional condition</i>	→ Las chicas están contentas.

EXPLANATION: **Ser** and **estar** both mean *to be*. There are six situations when you use **ser**: (1) to indicate origin, or where someone is from; (2) to describe personal traits or physical characteristics; (3) to indicate professions; (4) to tell time; (5) to indicate possession; and (6) to give the date. There are three situations when you use **estar**: (1) to say where someone or something is; (2) to describe a physical condition (usually health-related states); and (3) to describe an emotional condition (usually feelings).

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Nombre _____ Clase _____ Fecha _____

Did You Get It? Práctica de gramática

Level 1 pp. 254–255
Level 1B pp. 49–51

¡AVANZA!

Goal: Learn the differences between **ser** and **estar**.

- 1 Answer the questions using the model as a guide.

Modelo: ¿De dónde es Juan? (de Quito)

Juan es de Quito.

1. ¿Cómo es Luis? (simpático) _____
2. ¿De dónde es Andrea? (de Guayaquil) _____
3. ¿Cómo es el libro? (interesante) _____
4. ¿Cómo son los chicos? (inteligentes) _____
5. ¿Cómo es la clase de español? (divertida) _____
6. ¿De quién es el disco compacto? (de Jorge) _____
7. ¿Qué hora es? (1:30) _____
8. ¿Qué fecha es hoy? (4 de enero) _____
9. ¿Cómo son los chicos? (altos) _____
10. ¿Qué es la señora López? (maestra) _____

- 2 Answer the questions following the model.

Modelo: ¿Dónde está Juan? (en la escuela)

Juan está en la escuela.

1. ¿Cómo está Linda? (bien) _____
2. ¿Dónde está Quito? (en Ecuador) _____
3. ¿Cómo están Paco y Ana? (cansados) _____
4. ¿Dónde está París? (en Francia) _____
5. ¿Cómo está Pedro? (triste) _____

- 3 In the following sentences, which verb would you use, **ser** or **estar**?

1. María is tall. _____
2. Tomás is worried. _____
3. I am tired. _____
4. They are in the garden. _____
5. We are students. _____
6. Eduardo is studious. _____
7. My sister is pretty. _____
8. My mother is in the car. _____
9. Anita is a brunette. _____
10. I am from Spain. _____

Nombre _____ Clase _____ Fecha _____

4 Complete each sentence with the correct form of **ser** or **estar**.

1. Nosotros _____ en la sala.
2. La lámpara _____ de Quito.
3. Los jardines _____ bonitos.
4. Va a su cuarto porque _____ cansado.
5. Ellos _____ en la cocina.
6. _____ las seis de la tarde.
7. Mi casa _____ al lado de su casa.
8. Luis _____ alto.

5 Translate the following sentences into Spanish.

1. The fruit is from Florida. _____
2. My brothers are in the kitchen. _____
3. María's dog is lazy. _____
4. Mr. Velázquez is a teacher. _____
5. María is studious. _____
6. Today is July 4th. _____
7. It is three o'clock. _____

6 Use complete sentences to answer these questions about you, your house, and your Spanish class.

Sobre ti

1. ¿Cómo eres? _____
2. ¿De dónde eres? _____
3. ¿Cómo estás hoy? _____
4. ¿Dónde estás ahora? _____

Tu casa

5. ¿Cómo es tu casa? _____
6. ¿Dónde está tu casa? _____

Tu clase de español

7. ¿Cómo es tu clase de español? _____
8. ¿A qué hora es tu clase de español? _____

Nombre _____ Clase _____ Fecha _____



¿Recuerdas?

Level 1 p. 254
Level 1B p. 49

Location words

- Review the following expressions to talk about location in Spanish.

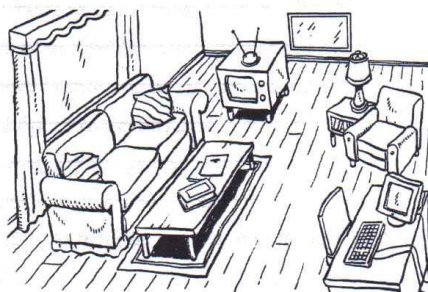
lejos de (far from) \longleftrightarrow cerca de (near to)
delante de (in front of) \longleftrightarrow detrás de (behind)
encima de (on top of) \longleftrightarrow debajo de (under)
al lado de (next to) \longleftrightarrow dentro de (inside of)

Práctica

Use the location words above to describe where the following items are in relation to each other. Follow the model.

Modelo: la lámpara / la mesa

La lámpara está encima de la mesa.



- la alfombra / el sofá _____
- el sillón / la ventana _____
- las cortinas / la ventana _____
- la computadora / el escritorio _____
- el sillón / el sofá _____
- el escritorio / la sala _____
- el espejo / la ventana _____
- la lámpara / el sillón _____
- el sofá / la televisión _____

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Ser and Estar Packet Answer Key:

Practica Ser y Estar worksheet

A. Ser

1. Es
2. Son
3. Somos
4. Eres
5. Son
6. Somos
7. Soy
8. Son
9. Somos
10. Son

B. Estar

1. Está
2. Están
3. Estamos
4. Estás
5. Están
6. Estamos
7. Estoy
8. Están
9. Estamos
10. Están

Did you get it? Page 4: No questions
(Explanation, Information, and Instructions
sheet)

Did you get it? Page 5

Part one:

1. Luis es simpático.
2. Andrea es de Guayaquil.
3. El libro es interesante.
4. Los chicos son inteligentes.
5. La clase de español es divertida.
6. El disco compacto es de Jorge.
7. Es la una y media.
8. Es el 4 de enero.
9. Los chicos son altos.
10. La Señora López es maestra.

Part two:

1. Linda está bien.
2. Quito está en Ecuador.
3. Paco y Ana están cansados.
4. Paris está en Francia.
5. Pedro está triste.

Part three:

1. Ser – es
2. Estar – está
3. Estar – estoy
4. Estar – están
5. Ser – somos
6. Ser – es
7. Ser – es
8. Estar – está
9. Ser – es
10. Ser – soy

Did you get it? Page 6

Part four:

1. Estamos
2. Es
3. Son
4. Está
5. Están
6. Son
7. Está
8. Es

Part five:

1. La fruta es de Florida.
2. Mis hermanos están en la cocina.
3. El perro de Maria es perezoso.
4. El Señor Velazquez es un maestro.
5. Maria es estudioso.
6. Hoy es el 4 de julio.
7. Son las 4 (cuatro).

Part six:

1. Soy...
2. Soy de...
3. Estoy...
4. Estoy en...
5. Mi casa es...
6. Mi casa está...
7. Mi clase de español es...
8. Mi clase de español
es/empieza a las...

¿Recuerdas? Page 11 (answers will vary;
examples provided)

1. La alfombra está delante del sofá.
2. El sillón está lejos/delante de la
ventana.
3. Las cortinas están delante de la
ventana.
4. La computadora está encima del
escritorio.
5. El sillón está lejos del sofá.
6. El escritorio está dentro de la sala.
7. El espejo está lejos de la ventana.
8. La lámpara está cerca de la/al lado
del sillón.
9. El sofá está cerca de/al lado de la
televisión.

Section J: Lesson Plan Modified For Autism

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #7:
Ser and Estar differentiation practice

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

MH 9.1.8 Recognize speaking and listening strategies that facilitate communication.

MH 9.3.4 Write complete sentences with teacher guidance. (*an activity in the Ser and Estar Packet)

MH 9.6.1 Use digital media and culturally authentic resources to build vocabulary.

MH 9.7.2 Recognize and use simple language structures.

Performance Objectives:

1. Given the attached Ser and Estar Computer Lab Worksheet, students will practice the concept of ser and estar by completing a Basic Quiz, a Mini Test, and an Oral Test, scoring a ninety percent.
2. Given the attached Ser and Estar packet, students will correct their incorrect answers with the teacher's help, verified by the teacher for completion.
3. Given the Ser Millionaire Game, students will recall how to conjugate the verb ser in everyday situations, verified by the teacher for participation.
(Website Link: <http://www.quia.com/rr/429812.html>)

Assessment: Students will be assessed on their scores from their Basic Quiz, Mini Test, and the pronunciation during the Oral Test. This will serve as a formative assessment to help me drive future instruction and to help me form the unit test. This will ideally show me what students understand, versus what they are still struggling with. After the computer lab activity, students will also receive a completion grade for correcting errors in the Ser and Estar Packet and a participation grade for being an active part of their group during the Ser Millionaire Game.

Advanced Preparation by Teacher:

1. Prepare Teacher's Lecture Notes for ser and estar (attached) for quick reference if students need more help

2. Choose appropriate worksheets and activities to help students understand the meaning changes concept of ser versus estar. Make these worksheets into a packet and copy for each student. (Make the ser and estar packet.)
3. Reserve the computer lab for the first thirty minutes of class
4. Create and copy for each student the Ser and Estar Computer Lab Worksheet

Procedure:

Introduction/Motivation: ¡Hola, clase! Today's goal is to give you some interactive practice with ser and estar, go over the packet from yesterday's class, and play a fun game in groups. We are going to the computer lab first. Please take only a notebook and a pencil, as we will be coming back to the classroom after this activity.

Step-by-Step Plan:

1. Go to the computer lab. Have the students follow the instructions on the attached Ser and Estar Computer Lab Worksheet. Each student should print a Basic Quiz and a Mini Test for Parts One and Two (a total of two Basic Quizzes and two Mini Tests)
2. Go over the Ser and Estar packet answers from the last class. Ser and Estar Packet: Did you get it? pages 4, 5, 6, and 11 (answer key and packet attached)
3. Play the Ser Millionaire Game in groups. The game on the website is actually called Rags to Riches, but it is played just like the hit TV show, Who Wants to be a Millionaire? (Website Link: <http://www.quia.com/rr/429812.html>)

Closure: Thank you for being on task in the computer lab. I will look at your scores and see where we are at with understanding the concept of ser and estar. I do plan on taking this for a grade, but if everyone did poorly, then I will not and I will re-teach you in a different way. I want you to all be successful in my classroom, while learning one of the most complicated grammar points in the language. Please do not get discouraged. This is a very hard concept. Tomorrow we will do some more fun activities, play another game, and start a project. Remember: to be or...to be? ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with Autism: A student on the autism spectrum is different than the 'average' student. **This student needs a lot of structure in the classroom in order to succeed.** It is important for me as a teacher to understand that every child with an autism spectrum disorder is unique. However, **the average student on the autism spectrum needs to have pictures and symbols in order to communicate.** More importantly, **I will teach this student how to communicate.** Most students on the spectrum do not have good social skills, especially with communication. I will set up **activities in which students work together in a structured manner with specific directions.** I will use **visual or verbal cues for this student to understand a change in activity or a transition.** Lastly, I will **give the student a daily goal/schedule** so that the student is prepared for what is ahead in the lesson or the week. If I will be absent and I know it ahead of time, I will tell the student, so as to eliminate surprises. Students on the spectrum do not respond well to surprises!

Ser and Estar Computer Lab Worksheet

Day One: (Lesson Plan #7): Ser and Estar Parts One and Two

1. Go to this website: <http://www.studyspanish.com/lessons/serest1.htm>
2. Make sure that it says Ser and Estar Part One!
3. Read the grammar point help on the page, then click on Basic Quiz on the left column
4. Take the Basic Quiz and print out your answers for a grade
5. Click on the Mini Test and print out your answers for a grade
6. Once you have completed both the Basic Quiz and the Mini Test, have me come to your computer and hear you do the Oral Quiz. (Oral 1)
7. Repeat this process for Ser and Estar Part Two
<http://www.studyspanish.com/lessons/serest2.htm>

Day Two: (Lesson Plan #8): Ser and Estar Parts Three and Four

1. Complete Day One's steps for Ser and Estar Parts Three and Four
2. Ser and Estar Part Three: <http://www.studyspanish.com/lessons/serest3.htm>
3. Ser and Estar Part Four: <http://www.studyspanish.com/lessons/serest4.htm>

Teacher's Lecture Notes for ESTAR

Adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Singular Form of Estar:	Plural Form of Estar:
Yo estoy	Nosotros estamos
Tu estás	Vosotros estáis
Usted/Él/Ella está	Ustedes/Ellos/Ellas están

Uses of Estar:

Estar is used to indicate temporary states and locations. If the general rule doesn't suffice, think of the acronym **PLACE**, which stands for **P**osition, **L**ocation, **A**ction, **C**ondition, and **E**motion.

P - Position

L - Location

A - Action

C - Condition

E - Emotion

Teacher's Lecture Notes for SER

Singular Form of Ser:	Plural Form of Ser:
Yo soy	Nosotros/nosotras somos
Tu eres	Vosotros/vosotras sois
Ud/él/ella es	Uds/ellos/ellas son

You already know to use ser like this (what a person is like):

1. Tú eres muy deportista, ¿no?
Sí, soy deportista.
Mi amigo Pablo es deportista también.
2. ¿De dónde eres?
Yo soy de los Estados Unidos.

Ser is used to classify and identify permanent or lasting attributes. If the general rule isn't specific enough for you, think of the acronym: **DOCTOR**

D - Description

O - Occupation

C - Characteristic

T - Time

O - Origin

R - Relationship

Teacher's Lecture Notes:

Ser and Estar meaning changes:

*adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Meaning Changes With Ser and Estar

There are some words that can be used with both ser and estar, but take on different meanings depending on the verb. Below you will find a chart with both forms and their meanings in English.

Same Adjective, Different Meaning

Ser

ser aburrido *to be boring*

ser bueno *to be good*

ser cansado *to be a tiring person*

ser grave *to be serious*

ser listo *to be clever*

ser malo *to be bad*

ser orgulloso *to be conceited or vain*

ser moreno *to be dark-skinned*

ser pálido *to be pale skinned*

ser pesado *to be heavy*

ser rico *to be rich*

ser seguro *to be safe*

ser verde *to be green*

ser viejo *to be old*

ser vivo *to be sharp*

Estar

estar aburrido *to be bored*

estar bueno *to be tasty/attractive*

estar cansado *to be tired*

estar grave *to be seriously ill*

estar listo *to be ready*

estar malo *to be ill*

estar orgulloso *to be proud*

estar moreno *to be tanned*

estar pálido *to be pale*

estar pesado *to be tiresome*

estar rico *to be tasty*

estar seguro *to be certain*

estar verde *to be unripe*

estar viejo *to look old*

estar vivo *to be alive*

Ser and Estar Packet

Español 1
Practica Ser y estar

Nombre _____
Fecha _____

A. Ser
Yo- I- soy
Tu- you- eres
El/ella/usted- he/she- es
Nosotros- us/we- somos
Ellos/ustedes- them- son

1. Lola _____
2. mi mama y papa _____
3. La chica y yo _____
4. tu _____
5. el chico y Carlos _____
6. Carolina, Sara y yo _____
7. yo _____
8. los niños _____
9. las maestras y yo _____
10. tu y elena _____

B. Estar
Yo- I- estoy
Tu- you- estas
El/ella/usted- he/she- esta
Nosotros- us/we- estamos
Ellos/ustedes- them- estan

11. Lola _____
12. mi mama y papa _____
13. La chica y yo _____
14. tu _____
15. el chico y Carlos _____
16. Carolina, Sara y yo _____
17. yo _____
18. los niños _____
19. las maestras y yo _____
20. tu y elena _____

Nombre _____ Clase _____ Fecha _____

Did You Get It? Presentación de gramática

Level 1 p. 253

Level 1B p. 48

¡AVANZA!

Goal: Learn the differences between **ser** and **estar**.

UNIDAD 5 Lección 1

Reteaching and Practice

Ser and estar

- There are two verbs in Spanish that mean *to be*. Read the sentences below, paying attention to the boldfaced verb in each. As you read each set of sentences, think about what they are about.

<i>I am from the United States.</i>	→ <i>origin</i>	→ Yo soy de Estados Unidos.
<i>The girls are nice.</i>	→ <i>trait</i>	→ Las chicas son simpáticas.
<i>Raúl is an actor.</i>	→ <i>profession</i>	→ Raúl es actor.
<i>It is one o'clock.</i>	→ <i>time</i>	→ Es la una.
<i>The CDs are Alex's.</i>	→ <i>possession</i>	→ Los discos compactos son de Alex.
<i>It is January 1st.</i>	→ <i>date</i>	→ Es el primero de enero.

- Now read this set of sentences.

<i>I am in Spanish class.</i>	→ <i>location</i>	→ Yo estoy en la clase de español.
<i>The boys are fine.</i>	→ <i>physical condition</i>	→ Los chicos están bien.
<i>The girls are happy.</i>	→ <i>emotional condition</i>	→ Las chicas están contentas.

EXPLANATION: **Ser** and **estar** both mean *to be*. There are six situations when you use **ser**: (1) to indicate origin, or where someone is from; (2) to describe personal traits or physical characteristics; (3) to indicate professions; (4) to tell time; (5) to indicate possession; and (6) to give the date. There are three situations when you use **estar**: (1) to say where someone or something is; (2) to describe a physical condition (usually health-related states); and (3) to describe an emotional condition (usually feelings).

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Nombre _____ Clase _____ Fecha _____

Did You Get It? Práctica de gramática

Level 1 pp. 254–255
Level 1B pp. 49–51

¡AVANZA!

Goal: Learn the differences between **ser** and **estar**.

- 1 Answer the questions using the model as a guide.

Modelo: ¿De dónde es Juan? (de Quito)

Juan es de Quito.

1. ¿Cómo es Luis? (simpático) _____
2. ¿De dónde es Andrea? (de Guayaquil) _____
3. ¿Cómo es el libro? (interesante) _____
4. ¿Cómo son los chicos? (inteligentes) _____
5. ¿Cómo es la clase de español? (divertida) _____
6. ¿De quién es el disco compacto? (de Jorge) _____
7. ¿Qué hora es? (1:30) _____
8. ¿Qué fecha es hoy? (4 de enero) _____
9. ¿Cómo son los chicos? (altos) _____
10. ¿Qué es la señora López? (maestra) _____

- 2 Answer the questions following the model.

Modelo: ¿Dónde está Juan? (en la escuela)

Juan está en la escuela.

1. ¿Cómo está Linda? (bien) _____
2. ¿Dónde está Quito? (en Ecuador) _____
3. ¿Cómo están Paco y Ana? (cansados) _____
4. ¿Dónde está París? (en Francia) _____
5. ¿Cómo está Pedro? (triste) _____

- 3 In the following sentences, which verb would you use, **ser** or **estar**?

1. María is tall. _____
2. Tomás is worried. _____
3. I am tired. _____
4. They are in the garden. _____
5. We are students. _____
6. Eduardo is studious. _____
7. My sister is pretty. _____
8. My mother is in the car. _____
9. Anita is a brunette. _____
10. I am from Spain. _____

Nombre _____ Clase _____ Fecha _____

4 Complete each sentence with the correct form of **ser** or **estar**.

- Nosotros _____ en la sala.
- La lámpara _____ de Quito.
- Los jardines _____ bonitos.
- Va a su cuarto porque _____ cansado.
- Ellos _____ en la cocina.
- _____ las seis de la tarde.
- Mi casa _____ al lado de su casa.
- Luis _____ alto.

5 Translate the following sentences into Spanish.

- The fruit is from Florida. _____
- My brothers are in the kitchen. _____
- María's dog is lazy. _____
- Mr. Velázquez is a teacher. _____
- María is studious. _____
- Today is July 4th. _____
- It is three o'clock. _____

6 Use complete sentences to answer these questions about you, your house, and your Spanish class.

Sobre ti

- ¿Cómo eres? _____
- ¿De dónde eres? _____
- ¿Cómo estás hoy? _____
- ¿Dónde estás ahora? _____

Tu casa

- ¿Cómo es tu casa? _____
- ¿Dónde está tu casa? _____

Tu clase de español

- ¿Cómo es tu clase de español? _____
- ¿A qué hora es tu clase de español? _____

Nombre _____ Clase _____ Fecha _____



¿Recuerdas?

Level 1 p. 254
Level 1B p. 49

Location words

- Review the following expressions to talk about location in Spanish.

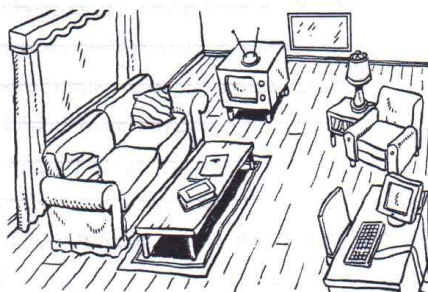
lejos de (far from) \longleftrightarrow cerca de (near to)
delante de (in front of) \longleftrightarrow detrás de (behind)
encima de (on top of) \longleftrightarrow debajo de (under)
al lado de (next to) \longleftrightarrow dentro de (inside of)

Práctica

Use the location words above to describe where the following items are in relation to each other. Follow the model.

Modelo: la lámpara / la mesa

La lámpara está encima de la mesa.



- la alfombra / el sofá _____
- el sillón / la ventana _____
- las cortinas / la ventana _____
- la computadora / el escritorio _____
- el sillón / el sofá _____
- el escritorio / la sala _____
- el espejo / la ventana _____
- la lámpara / el sillón _____
- el sofá / la televisión _____

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Ser and Estar Packet Answer Key:

Practica Ser y Estar worksheet

C. Ser

11. Es
12. Son
13. Somos
14. Eres
15. Son
16. Somos
17. Soy
18. Son
19. Somos
20. Son

D. Estar

11. Está
12. Están
13. Estamos
14. Estás
15. Están
16. Estamos
17. Estoy
18. Están
19. Estamos
20. Están

Did you get it? Page 4: No questions
(Explanation, Information, and Instructions
sheet)

Did you get it? Page 5

Part one:

11. Luis es simpático.
12. Andrea es de Guayaquil.
13. El libro es interesante.
14. Los chicos son inteligentes.
15. La clase de español es
divertida.
16. El disco compacto es de
Jorge.
17. Es la una y media.
18. Es el 4 de enero.
19. Los chicos son altos.
20. La Señora López es maestra.

Part two:

6. Linda está bien.
7. Quito está en Ecuador.
8. Paco y Ana están cansados.
9. Paris está en Francia.
10. Pedro está triste.

Part three:

11. Ser – es
12. Estar – está
13. Estar – estoy
14. Estar – están
15. Ser – somos
16. Ser – es
17. Ser – es
18. Estar – está
19. Ser – es
20. Ser – soy

Did you get it? Page 6

Part four:

9. Estamos
10. Es
11. Son
12. Está
13. Están
14. Son
15. Está
16. Es

Part five:

8. La fruta es de Florida.
9. Mis hermanos están en la
cocina.
10. El perro de Maria es
perezoso.
11. El Señor Velazquez es un
maestro.
12. Maria es estudioso.
13. Hoy es el 4 de julio.
14. Son las 4 (cuatro).

Part six:

9. Soy...
10. Soy de...
11. Estoy...
12. Estoy en...
13. Mi casa es...
14. Mi casa está...
15. Mi clase de español es...
16. Mi clase de español
es/empieza a las...

¿Recuerdas? Page 11 (answers will vary;
examples provided)

10. La alfombra está delante del sofá.
11. El sillón está lejos/delante de la
ventana.
12. Las cortinas están delante de la
ventana.
13. La computadora está encima del
escritorio.
14. El sillón está lejos del sofá.
15. El escritorio está dentro de la sala.
16. El espejo está lejos de la ventana.
17. La lámpara está cerca de la/al lado
del sillón.
18. El sofá está cerca de/al lado de la
televisión.

Section K: Lesson Plan Modified For Mental Retardation

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #8:

Ser and Estar differentiation practice and Ser and Estar Project

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

- MH 9.1.8 Recognize speaking and listening strategies that facilitate communication.
- MH 9.2.1 Understand and respond to classroom requests, commands, and directions.
- MH 9.3.4 Write complete sentences with teacher guidance.
- MH 9.6.1 Use digital media and culturally authentic resources to build vocabulary.
- MH 9.7.2 Recognize and use simple language structures.

Performance Objectives:

1. Given the attached Ser and Estar Computer Lab Worksheet, students will practice the concept of ser and estar by completing a Basic Quiz, a Mini Test, and an Oral Test, ideally scoring a ninety percent.
2. Given the Ser versus Estar YouTube video, students will review the basic differences between the two verb uses, verified by the teacher for appropriate participation.
http://www.youtube.com/watch?v=IY10_T_ROq4
3. Given a sentence in English, student will take turns at the chalk board translating the sentence, using the correct form of ser or estar, verified by the teacher for participation.
4. Given the attached Ser versus Estar Magazine Project sheet, students will compose one ser sentence and one estar sentence for each of the five different pictures that are cut out from magazines, verified by the teacher and the rubric on the sheet.

Assessment: Students will be assessed on their scores from their Basic Quiz, Mini Test, and the pronunciation during the Oral Test. This will serve as a formative assessment to help me drive future instruction and to help me form the unit test. This will ideally show me what students understand, versus what they are still struggling with. After the computer lab activity, students will watch a YouTube that reviews and explains the usage of ser and estar. During this activity students are expected to intently pay attention and not be working on other homework or doing other unrelated activities. After the video, the students will be divided into two groups and will play a fun review game. Students will be expected to translate a sentence and decipher between ser or estar. All students are expected to be attentive and actively participate. The last part of the class

will be dedicated to starting a project. The project includes cutting out five pictures from a magazine and composing one ser sentence and one estar sentence for each picture. Students will be graded according to the rubric that is on the handout that will be given to each student. Students will have some time in class during the next class period to finish this project, but students are expected to complete as much of the project today as possible.

Advanced Preparation by Teacher:

1. Prepare Teacher's Lecture Notes for ser and estar (attached) for quick reference if students need more help
2. Reserve the computer lab for the first thirty minutes of class
3. Create and copy for each student the Ser and Estar Computer Lab Worksheet
4. Create and copy for each student the Ser versus Estar Magazine Project sheet

Procedure:

Introduction/Motivation: ¡Hola, clase! Today's goal is to give you some interactive practice with ser and estar, watch an entertaining video, play a game as a class, and start a project. We are going to the computer lab first. Please take only a notebook and a pencil, as we will be coming back to the classroom after this activity.

Step-by-Step Plan:

1. Go to the computer lab. Have the students follow the instructions on the attached Ser and Estar Computer Lab Worksheet. Each student should print a Basic Quiz and a Mini Test for Parts Three and Four (a total of two Basic Quizzes and two Mini Tests)
2. Play the Ser versus Estar YouTube as a review activity.
Website link: http://www.youtube.com/watch?v=IY10_T_ROq4
3. Put students into two teams/divide the class in half. Using one student from each team at a time, have students go to the board and have a Ser versus Estar board race. Give students a sentence in English. The first person at the board that can translate the sentence into Spanish and correctly distinguish between choosing ser or estar wins a point for their team. Rotate players and continue game play until each student has had a turn at the board. The team with the most points wins.
4. Introduce the Ser versus Estar Magazine Project. Hand students a copy of the Ser versus Estar Magazine Project sheet. Explain to students that they are to find and cut out five pictures from a magazine, then create one sentence using ser and one sentence using estar that relates to each picture. (Each student will end with a total of five pictures and ten sentences written in Spanish.) Give students the remainder of the period to work on the project, stressing that the project is due tomorrow after a few more minutes of in class time.

Closure: Thank you for being on task in the computer lab. I will look at your scores and see where we are at with understanding the concept of ser and estar. I do plan on taking this for a grade, but if everyone did poorly, then I will not and I will re-teach you in a different way. I want you to all be successful in my classroom, while learning one of the most complicated grammar points in the language. Please do not get discouraged. This is a very hard concept. Tomorrow we will finish our projects and do some review activities to prepare you for your upcoming test. Remember: to be or...to be? ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with Mental Retardation: source for information:

Mental retardation in the classroom. (n.d.). *Worksheets, Lesson Plans, Teacher Resources, and Rubrics from TeAch-nology.com*. Retrieved December 2, 2011, from http://www.teach-nology.com/teachers/special_ed/disabilities

A student with mental retardation is either declared as a higher functioning mentally retarded student, a mild retardation student, a moderately mentally retarded student, or a student with severe retardation. A higher functioning mentally retarded student can be in the **general education setting if he or she has support**. This student may need **revised worksheets, directions repeated, or a peer to partner with**. He or she may also need to go to the **resource room to receive extra academic help or receive occupational therapy** (OT) to work on adaptive skills. Mild retardation students benefit from study skills or peer tutoring. These students work at a slower pace or at a hands-on level, compared to the average student. I will **make a rubric for this student for assignments so as to provide a step-by-step expectation of what is to be achieved**. Many of these students will benefit from OT and Adaptive Physical Education (APE) to work on adaptive and motor skills; they will most likely need speech services as well. During their self-contained class time, students will work on skills in: communication, daily living, vocational and self-help. A student that has severe retardation has an IQ below 50 and indicates a delay in ability to be socially responsible and independent. **Teachers of students with severe mental retardation use a functional curriculum: a self-contained classroom for academics, daily living and self-help skills, and vocational training and leisure activities**. These students may be included sometimes in the general education classroom for art, music, special assemblies, etc. These students learn to master one task at a time until the large skill is achieved. **These students also benefit from repetition, positive reinforcement and visual cues**. Most severely MR students will need a combination of occupational therapy, Adaptive Physical Education, speech, counseling or physical therapy.

Ser and Estar Computer Lab Worksheet

Day One: (Lesson Plan #7): Ser and Estar Parts One and Two

1. Go to this website: <http://www.studyspanish.com/lessons/serest1.htm>
2. Make sure that it says Ser and Estar Part One!
3. Read the grammar point help on the page, then click on Basic Quiz on the left column
4. Take the Basic Quiz and print out your answers for a grade
5. Click on the Mini Test and print out your answers for a grade
6. Once you have completed both the Basic Quiz and the Mini Test, have me come to your computer and hear you do the Oral Quiz. (Oral 1)
7. Repeat this process for Ser and Estar Part Two
<http://www.studyspanish.com/lessons/serest2.htm>

Day Two: (Lesson Plan #8): Ser and Estar Parts Three and Four

1. Complete Day One's steps for Ser and Estar Parts Three and Four
2. Ser and Estar Part Three: <http://www.studyspanish.com/lessons/serest3.htm>
3. Ser and Estar Part Four: <http://www.studyspanish.com/lessons/serest4.htm>

Ser versus Estar Project

Directions: Choose a magazine. Cut out five pictures and glue them on to a poster. For each picture, write one sentence using ser and one sentence using estar. Upon completing this project, you should have a total of five pictures and ten sentences that are well written in Spanish and display proper use of ser and estar.

CATEGORY	1	2	3	4	Score
Required Elements	Several required elements were missing.	Some of the required elements are not included on the Project.	Required elements are met.	The project was done by the student. Requirements are exceeded.	
Use of Time	Did not take time to do the project with thought and concern.	Could tell time was not used well. Project either looks hurried and unfinished or student claimed minimal time used.	Used time ok. Focused on getting the project done and not especially concerned about attractiveness of project.	Good use of time. Could tell student took time to ensure project was professional and attractive.	
Content - Accuracy	Facts are not accurately displayed on/in the project.	Some facts are accurate others are not.	Accurate facts are displayed on/in project.	Many details and facts are accurate and displayed on/in the project.	
Mechanics/neatness	There are more than 5 errors in capitalization or punctuation. Project was thrown together	There are several errors in capitalization or punctuation. Project needs to be neater.	There are 1-2 errors in capitalization or punctuation. Project could use some cleaning up.	The project is exceptionally neat. Capitalization and punctuation are correct throughout.	
Pictures and Sentences relate	The sentences do not relate to or describe the pictures.	X	The sentences relate to, but do not accurately describe the pictures.	The sentences clearly relate to and describe the pictures.	

Final Score: ____/ 20

Teacher comments:

Teacher's Lecture Notes for ESTAR

Adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Singular Form of Estar:	Plural Form of Estar:
Yo estoy	Nosotros estamos
Tu estás	Vosotros estáis
Usted/Él/Ella está	Ustedes/Ellos/Ellas están

Uses of Estar:

Estar is used to indicate temporary states and locations. If the general rule doesn't suffice, think of the acronym **PLACE**, which stands for **P**osition, **L**ocation, **A**ction, **C**ondition, and **E**motion.

P - Position

L - Location

A - Action

C - Condition

E - Emotion

Teacher's Lecture Notes for SER

Singular Form of Ser:	Plural Form of Ser:
Yo soy	Nosotros/nosotras somos
Tu eres	Vosotros/vosotras sois
Ud/él/ella es	Uds/ellos/ellas son

You already know to use ser like this (what a person is like):

1. Tú eres muy deportista, ¿no?
Sí, soy deportista.
Mi amigo Pablo es deportista también.
2. ¿De dónde eres?
Yo soy de los Estados Unidos.

Ser is used to classify and identify permanent or lasting attributes. If the general rule isn't specific enough for you, think of the acronym: **DOCTOR**

D - Description

O - Occupation

C - Characteristic

T - Time

O - Origin

R - Relationship

Teacher's Lecture Notes:

Ser and Estar meaning changes:

*adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Meaning Changes With Ser and Estar

There are some words that can be used with both ser and estar, but take on different meanings depending on the verb. Below you will find a chart with both forms and their meanings in English.

Same Adjective, Different Meaning

Ser	Estar
ser aburrido <i>to be boring</i>	estar aburrido <i>to be bored</i>
ser bueno <i>to be good</i>	estar bueno <i>to be tasty/attractive</i>
ser cansado <i>to be a tiring person</i>	estar cansado <i>to be tired</i>
ser grave <i>to be serious</i>	estar grave <i>to be seriously ill</i>
ser listo <i>to be clever</i>	estar listo <i>to be ready</i>
ser malo <i>to be bad</i>	estar malo <i>to be ill</i>
ser orgulloso <i>to be conceited or vain</i>	estar orgulloso <i>to be proud</i>
ser moreno <i>to be dark-skinned</i>	estar moreno <i>to be tanned</i>
ser pálido <i>to be pale skinned</i>	estar pálido <i>to be pale</i>
ser pesado <i>to be heavy</i>	estar pesado <i>to be tiresome</i>
ser rico <i>to be rich</i>	estar rico <i>to be tasty</i>
ser seguro <i>to be safe</i>	estar seguro <i>to be certain</i>
ser verde <i>to be green</i>	estar verde <i>to be unripe</i>
ser viejo <i>to be old</i>	estar viejo <i>to look old</i>
ser vivo <i>to be sharp</i>	estar vivo <i>to be alive</i>

Section L: Lesson Plan Modified For Sensory Impairment

MANCHESTER COLLEGE Department of Education

LESSON PLAN by: Stephanie Hofer

Unit Plan: SER vs ESTAR

Lesson: Unit Plan Lesson #9:

Ser and Estar differentiation practice, Ser and Estar Project, review activities for unit test

Length: 70 minutes (one class period)

Age or Grade Intended: Spanish I students

Academic Standard(s):

MH 9.1.8 Recognize speaking and listening strategies that facilitate communication.

MH 9.3.4 Write complete sentences with teacher guidance.

MH 9.6.1 Use digital media and culturally authentic resources to build vocabulary.

MH 9.7.2 Recognize and use simple language structures.

Performance Objectives:

1. Given the attached Ser versus Estar Magazine Project sheet, students will compose one ser sentence and one estar sentence for each of the five different pictures that are cut out from magazines, verified by the teacher and the rubric on the sheet.
2. Given the Ser and Estar Jeopardy Review game, students will review the uses of ser and estar in small groups, verified by the teacher for participation.
3. Given the Ser vs Estar Unit Test Study Guide, students will recall previous knowledge about ser and estar by answering the questions provided in the packet, verified by the teacher for completion.

Assessment: The first part of the class will be dedicated to finishing the project that was started at the end of the last class. The project includes cutting out five pictures from a magazine and composing one ser sentence and one estar sentence for each picture. Students will be graded according to the rubric that is on the handout that will be given to each student. After finishing the projects, students should be divided into groups of four for the Ser and Estar Jeopardy game. During game play, students are expected to be attentive and participate fully. Students will remain in their groups following the end of game play to review for the unit test. Students will be given a copy of the Ser vs Estar Unit Test Study Guide. The first page, a graphic organizer, will help the students review the basic forms and conjugations of the two verbs; this page will be done as a class, but the rest of the packet will be done in the small groups. This will be a completion grade that will be turned in when the test begins the next class day, so as to provide students with a study tool the night before the test.

Advanced Preparation by Teacher:

1. Prepare Teacher's Lecture Notes for ser and estar (attached) for quick reference if students need more help
2. Create and copy for each student the attached Ser versus Estar Magazine Project sheet
3. Create and copy for each student the attached Ser and Estar Unit Test Study Guide

Procedure:

Introduction/Motivation: ¡Hola, clase! Today's goal is to finish your Ser and Estar Project, do a review activity, and play a fun review game for your test tomorrow. Please get your materials that you need to finish your project. You have the first fifteen minutes of class to finish; after fifteen minutes, I expect your projects to be done and to be done well. Everyone should know what is expected for this project. All directions are clearly stated on the handout that I gave you that also contains a rubric for how your projects will be graded. If you have a question, please ask me. I will be walking around the room to check your progress.

Step-by-Step Plan:

1. Continue and finish the Ser versus Estar Magazine Project. Be sure students have a copy of the Ser versus Estar Magazine Project sheet. Re-explain to students that they are to find and cut out five pictures from a magazine, then create one sentence using ser and one sentence using estar that relates to each picture. (Each student will end with a total of five pictures and ten sentences written in Spanish.) Give students fifteen minutes to finish the project. Collect the project after the fifteen minutes.
2. Divide students into small groups/teams of four. Play the Ser and Estar Jeopardy game as a review for the unit test. Website Link:
<http://www.superteachertools.com/jeopardy/usergames/Apr201014/game1270475619.php>
3. Remain in same small groups! In order to have a more structured review, pass out the Ser vs Estar Unit Test Study Guide. Go over the first page, the **graphic organizer**, as a class. Then have students complete the rest of the packet in their same small groups from the Jeopardy game. The teacher should walk around the room to answer questions and monitor progress. Go over the answers before leaving class. This will be a completion grade that will be turned in when the test begins the next class day, so that students may study the night before the test.

Closure: I hope that everyone feels prepared for tomorrow's test. If you follow the study guide, you will be successful. Again, this is a very hard concept for many students. Some of you may find this extremely easy, and some of you may still feel unsure of this concept. From what I have seen with the assignments you have all been turning in, we are prepared for this test. Tomorrow, you will have the first five minutes or so to quickly run through your vocabulary or review whatever you need on your own before we actually begin the test. I should have your projects graded shortly. I will most likely be grading them tonight and tomorrow during the test. I will be available today after school if you need more help, and as always, I will be available during the test for questions. If you review your study guide, you will do well. Remember: to be or...to be? ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with Vision Impairment: A student with a vision impairment is either considered low-vision or blind, the most common being low vision. **This student will be placed close to the front of the room away from windows or places that may cause a glare on the board. Any of my visual materials will be accompanied by a verbal description.** For example, I will read overheads aloud and describe the content of the slides. If I am showing a videotape, I will describe the action. During presentations, writing on the chalkboard, or giving a handout, **I will use large print.** Handouts should be available in large print, audiotape, computer disk, and/or Braille formats. The common understanding of 'large print' is 16-18 point and up or an enlargement setting of 160-175% on a copy machine.

Student with Hearing Impairment: A student with a hearing impairment is categorized as hard of hearing, deaf, or deaf-blind. Each of these students can benefit from changes in environment by **providing the audience with a clear and direct view of my mouth and face, me speaking from a well-lighted area of the room, reducing background noise by turning off unused devices, and me speaking clearly and naturally unless I am asked to slow down.** Sign language interpreters, certified professionals who use American Sign Language or Signed English, can interpret spoken English for students who are deaf or hard of hearing. By using **captioning**, the on screen text display of spoken words or sounds that are part of a video or film presentation, I can help this student stay focused on the lesson. If necessary, I can also use audiotapes, videotapes, and other **auditory materials and have them translated into print format.** For example, Assistive Learning Devices can send electronically enhanced sound to receivers worn by individuals who are hard-of-hearing.

Ser versus Estar Project

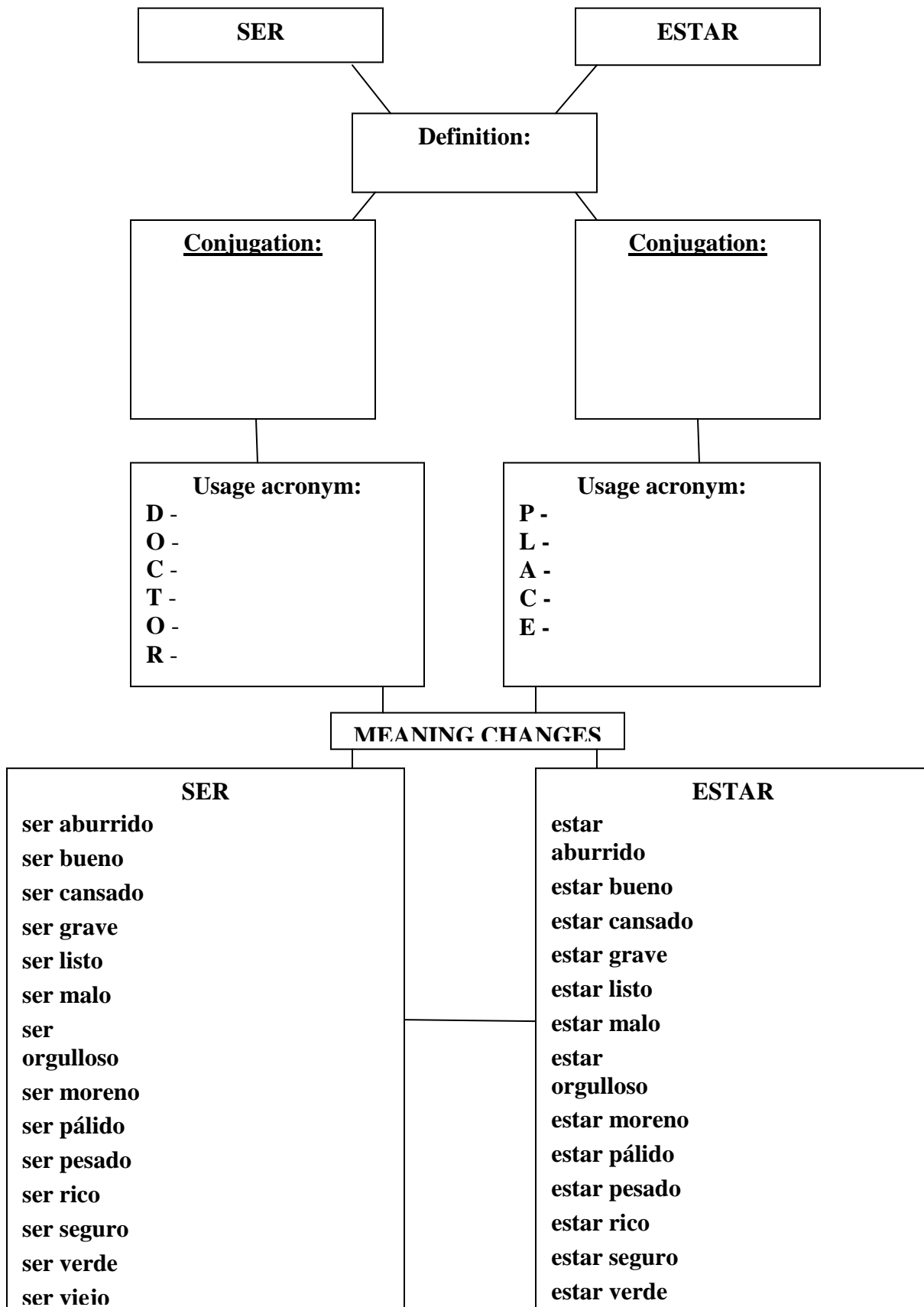
Directions: Choose a magazine. Cut out five pictures and glue them on to a poster. For each picture, write one sentence using ser and one sentence using estar. Upon completing this project, you should have a total of five pictures and ten sentences that are well written in Spanish and display proper use of ser and estar.

CATEGORY	1	2	3	4	Score
Required Elements	Several required elements were missing.	Some of the required elements are not included on the Project.	Required elements are met.	The project was done by the student. Requirements are exceeded.	
Use of Time	Did not take time to do the project with thought and concern.	Could tell time was not used well. Project either looks hurried and unfinished or student claimed minimal time used.	Used time ok. Focused on getting the project done and not especially concerned about attractiveness of project.	Good use of time. Could tell student took time to ensure project was professional and attractive.	
Content - Accuracy	Facts are not accurately displayed on/in the project.	Some facts are accurate others are not.	Accurate facts are displayed on/in project.	Many details and facts are accurate and displayed on/in the project.	
Mechanics/neatness	There are more than 5 errors in capitalization or punctuation. Project was thrown together	There are several errors in capitalization or punctuation. Project needs to be neater.	There are 1-2 errors in capitalization or punctuation. Project could use some cleaning up.	The project is exceptionally neat. Capitalization and punctuation are correct throughout.	
Pictures and Sentences relate	The sentences do not relate to or describe the pictures.	X	The sentences relate to, but do not accurately describe the pictures.	The sentences clearly relate to and describe the pictures.	

Final Score: ____/ 20

Teacher comments:

Ser and Estar Unit Test Study Guide
Graphic Organizer:



Test Outline:

Part One: Conjugate the following verbs.

1. Ser:

Yo		Nosotros	
Tú		Vosotros	
Él/Ella/Usted		Ellos/Ellas/Ustedes	

2. Estar:

Yo		Nosotros	
Tú		Vosotros	
Él/Ella/Usted		Ellos/Ellas/Ustedes	

Part Two: Fill in and briefly describe the following acronyms. (Say what each part of the acronym stands for.)

1. Ser:

D - _____
O - _____
C - _____
T - _____
O - _____
R - _____

2. Estar:

P - _____
L - _____
A - _____
C - _____
E - _____

Part Three: Choose between ser and estar. Circle the answer that best completes each sentence.

1. _____ muy bien, gracias. ¿Y tú?

- a) Estoy
- b) Estás
- c) Soy
- d) Eres

2. ¿Cuándo _____ tu cumpleaños?

- a) Está
- b) Están

- c) Es
 - d) Son
3. Ella _____ de Lima, Perú.
- a) Está
 - b) Están
 - c) Son
 - d) Es
4. Él _____ rubio, alto y delgado.
- a) Es
 - b) Son
 - c) Está
 - d) Están
5. ¿De dónde _____ ustedes?
- a) Están
 - b) Son
 - c) Estáis
 - d) Sois

Part Four: Fill in the blank with the correct form of ser or estar.

1. Ser:
- a) La chica _____
 - b) Vosotros _____
 - c) Mis hermanos y yo _____
 - d) Tú _____
 - e) Mis hermanos y mis abuelos _____
 - f) Clara, Jorge y Julia _____
 - g) Clara, Gloria y Juila _____
 - h) Mi hermanita _____
 - i) Los estudiantes _____
 - j) Mi compañera y yo _____
2. Estar:
- a) La chica _____
 - b) Vosotros _____
 - c) Mis hermanos y yo _____
 - d) Tú _____
 - e) Mis hermanos y mis abuelos _____
 - f) Clara, Jorge y Julia _____

- g) Clara, Gloria y Julia _____
- h) Mi hermanita _____
- i) Los estudiantes _____
- j) Mi compañera y yo _____

Part Five: Choose between ser or estar. Fill in the blanks to complete each sentence.

1. Yo _____ alegre.
2. Él _____ bien.
3. Carlos _____ periodista.
4. Ellos _____ en su casa.
5. El gimnasio _____ llena de gente.
6. La casa _____ grande.
7. Los zapatos _____ sucios.
8. Ellas _____ alemanes.
9. Nosotras _____ tristes.
10. Habana _____ en Cuba.
11. Yo no _____ doctor.
12. Ustedes _____ en clase.
13. Juana _____ presente.
14. Tú _____ cansada.
15. La mesa _____ limpia.
16. Nosotros _____ de los Estados Unidos.
17. La comida _____ caliente.
18. Mi abuelo _____ viejo.
19. María no _____ ausente.
20. El gato _____ blanco.
21. La chica _____ enferma.
22. _____ las cuatro y media.
23. ¿Cómo _____ ustedes? (characteristic)
24. ¿Cómo _____ ustedes? (condition)

Part Six: Choose between ser or estar. Translate the following sentences to Spanish.

1 point for ser or estar and 1 point for correct translation/wording

1. Anita is a brunette: _____
2. The fruit is from Florida: _____
3. Mr. Velázquez is a teacher: _____
4. Tomás is worried: _____
5. You all (Spain) are very smart: _____
6. You all (Latin America) are very smart: _____
7. Today is July 4th: _____

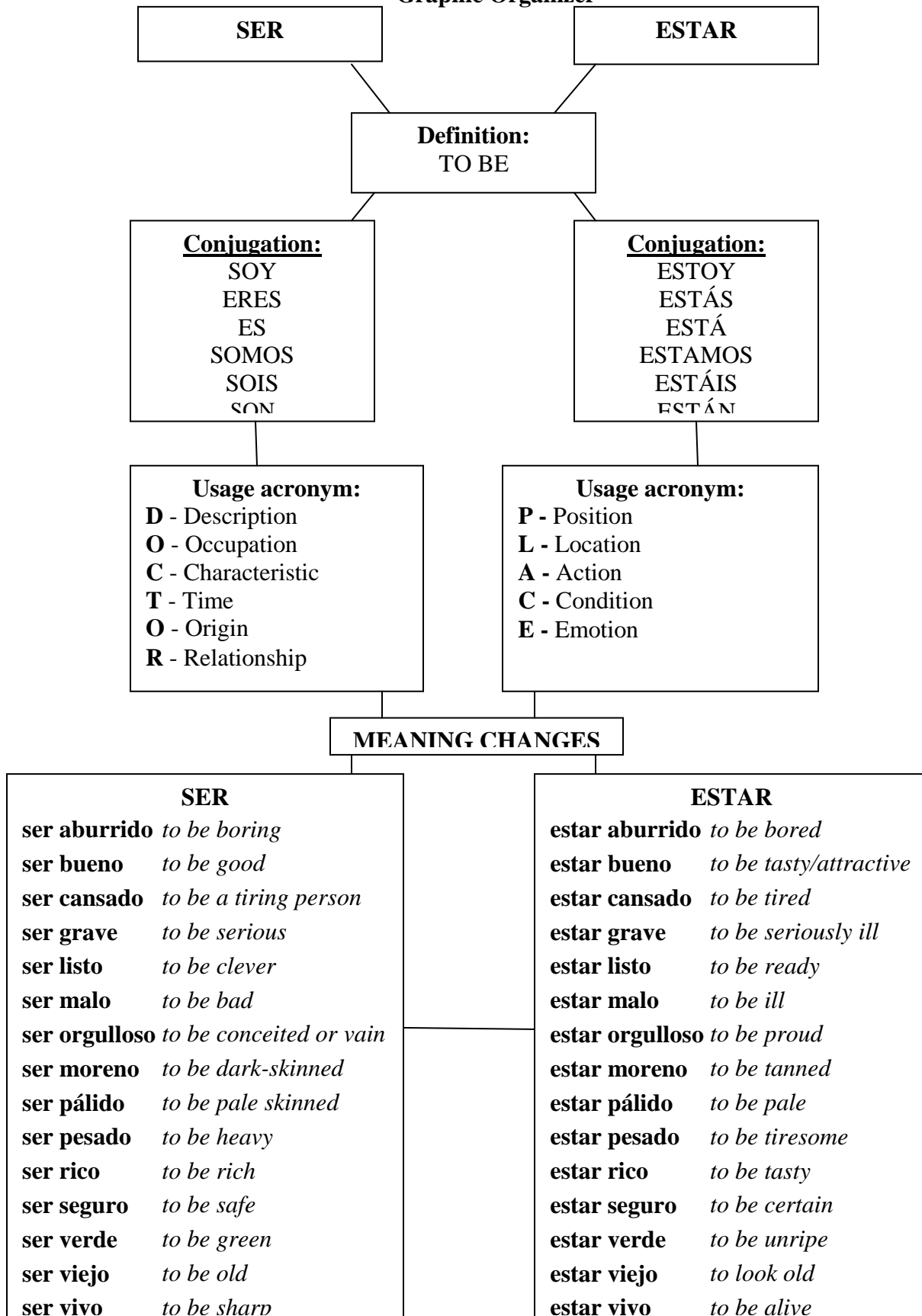
8. It is three o'clock: _____

Part Seven: Location word vocabulary: Match the vocabulary word with its meaning.

1. Lejos de _____
2. Debajo de _____
3. Detrás de _____
4. Cerca de _____
5. Delante de _____
6. Encima de _____
7. Izquierda _____
8. Derecha _____
9. Al lado de _____
10. Dentro de _____

- A. Under
- B. Behind
- C. Near to/close to
- D. On top of
- E. In front of
- F. Far from
- G. Left
- H. Right
- I. Inside of
- J. Next to

Ser and Estar Unit Test Study Guide Answer Key Graphic Organizer



Test Outline:

Part One: Conjugate the following verbs.

1. Ser:

Yo	Soy	Nosotros	Somos
Tú	Eres	Vosotros	Sois
Él/Ella/Usted	Es	Ellos/Ellas/Ustedes	Son

2. Estar:

Yo	Estoy	Nosotros	Estamos
Tú	Estás	Vosotros	Estáis
Él/Ella/Usted	Está	Ellos/Ellas/Ustedes	Están

Part Two: Fill in and briefly describe the following acronyms. (Say what each part of the acronym stands for.)

1. Ser:

D - Description
O - Occupation
C - Characteristic
T - Time
O - Origin
R – Relationship

2. Estar:

P - Position
L - Location
A - Action
C - Condition
E – Emotion

Part Three: Choose between ser and estar. Circle the answer that best completes each sentence.

1. _____ muy bien, gracias. ¿Y tú?

- a) Estoy
- b) Estás
- c) Soy
- d) Eres

2. ¿Cuándo _____ tu cumpleaños?

- a) Está
- b) Están

- c) Es
- d) Son

3. Ella _____ de Lima, Perú.

- a) Está
- b) Están
- c) Son
- d) Es

4. Él _____ rubio, alto y delgado.

- a) Es
- b) Son
- c) Está
- d) Están

5. ¿De dónde _____ ustedes?

- a) Están
- b) Son
- c) Estáis
- d) Sois

Part Four: Fill in the blank with the correct form of ser or estar.

1. Ser:

- a) La chica es
- b) Vosotros sois
- c) Mis hermanos y yo somos
- d) Tú eres
- e) Mis hermanos y mis abuelos son
- f) Clara, Jorge y Julia son
- g) Clara, Gloria y Juila son
- h) Mi hermanita es
- i) Los estudiantes son
- j) Mi compañera y yo somos

2. Estar:

- a) La chica está
- b) Vosotros estáis
- c) Mis hermanos y yo estamos
- d) Tú estás
- e) Mis hermanos y mis abuelos están
- f) Clara, Jorge y Julia están
- g) Clara, Gloria y Julia están

- h) Mi hermanita está
- i) Los estudiantes está
- j) Mi compañera y yo estamos

Part Five: Choose between ser or estar. Fill in the blanks to complete each sentence.

1. Yo estoy alegre.
2. Él está bien.
3. Carlos es periodista.
4. Ellos están en su casa.
5. El gimnasio está llena de gente.
6. La casa es grande.
7. Los zapatos son sucios.
8. Ellas son alemanes.
9. Nosotras estamos tristes.
10. Habana está en Cuba.
11. Yo no soy doctor.
12. Ustedes están en clase.
13. Juana está presente.
14. Tú estás cansada.
15. La mesa está limpia.
16. Nosotros somos de los Estados Unidos.
17. La comida está caliente.
18. Mi abuelo es viejo.
19. María no está ausente.
20. El gato es blanco.
21. La chica está enferma.
22. Son las cuatro y media.
23. ¿Cómo son ustedes? (characteristic)
24. ¿Cómo están ustedes? (condition)

Part Six: Choose between ser or estar. Translate the following sentences to Spanish.

1 point for ser or estar and 1 point for correct translation/wording

1. Anita is a brunette: Anita es morena.
2. The fruit is from Florida: La fruta es de Florida.
3. Mr. Velázquez is a teacher: El señor Velázquez es maestro.
4. Tomás is worried: Tomás está preocupada.
5. You all (Spain) are very smart: Vosotros sois muy inteligentes.
6. You all (Latin America) are very smart: Ustedes son muy inteligentes.
7. Today is July 4th: Hoy es el cuatro de Julio.
8. It is three o'clock: Son las tres.

Part Seven: Location word vocabulary: Match the vocabulary word with its meaning.

1. Lejos de __A__
2. Debajo de __F__
3. Detrás de __E__
4. Cerca de __D__
5. Delante de __B__
6. Encima de __C__
7. Izquierda __G__
8. Derecha __H__
9. Al lado de __J__
10. Dentro de __I__

- A. Under
- B. Behind
- C. Near to/close to
- D. On top of
- E. In front of
- F. Far from
- G. Left
- H. Right
- I. Inside of
- J. Next to

Teacher's Lecture Notes for ESTAR

Adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Singular Form of Estar:	Plural Form of Estar:
Yo estoy	Nosotros estamos
Tu estás	Vosotros estáis
Usted/Él/Ella está	Ustedes/Ellos/Ellas están

Uses of Estar:

Estar is used to indicate temporary states and locations. If the general rule doesn't suffice, think of the acronym **PLACE**, which stands for **P**osition, **L**ocation, **A**ction, **C**ondition, and **E**motion.

P - Position

L - Location

A - Action

C - Condition

E - Emotion

Teacher's Lecture Notes for SER

Singular Form of Ser:	Plural Form of Ser:
Yo soy	Nosotros/nosotras somos
Tu eres	Vosotros/vosotras sois
Ud/él/ella es	Uds/ellos/ellas son

You already know to use ser like this (what a person is like):

1. Tú eres muy deportista, ¿no?
 Sí, soy deportista.
 Mi amigo Pablo es deportista también.
2. ¿De dónde eres?
 Yo soy de los Estados Unidos.

Ser is used to classify and identify permanent or lasting attributes. If the general rule isn't specific enough for you, think of the acronym: **DOCTOR**

D - Description

O - Occupation

C - Characteristic

T - Time

O - Origin

R - Relationship

Teacher's Lecture Notes:

Ser and Estar meaning changes:

*adapted from: <http://www.spanishdict.com/answers/100040/ser-and-estar>

Meaning Changes With Ser and Estar

There are some words that can be used with both ser and estar, but take on different meanings depending on the verb. Below you will find a chart with both forms and their meanings in English.

Same Adjective, Different Meaning

Ser	Estar
ser aburrido <i>to be boring</i>	estar aburrido <i>to be bored</i>
ser bueno <i>to be good</i>	estar bueno <i>to be tasty/attractive</i>
ser cansado <i>to be a tiring person</i>	estar cansado <i>to be tired</i>
ser grave <i>to be serious</i>	estar grave <i>to be seriously ill</i>
ser listo <i>to be clever</i>	estar listo <i>to be ready</i>
ser malo <i>to be bad</i>	estar malo <i>to be ill</i>
ser orgulloso <i>to be conceited or vain</i>	estar orgulloso <i>to be proud</i>
ser moreno <i>to be dark-skinned</i>	estar moreno <i>to be tanned</i>
ser pálido <i>to be pale skinned</i>	estar pálido <i>to be pale</i>
ser pesado <i>to be heavy</i>	estar pesado <i>to be tiresome</i>
ser rico <i>to be rich</i>	estar rico <i>to be tasty</i>
ser seguro <i>to be safe</i>	estar seguro <i>to be certain</i>
ser verde <i>to be green</i>	estar verde <i>to be unripe</i>
ser viejo <i>to be old</i>	estar viejo <i>to look old</i>
ser vivo <i>to be sharp</i>	estar vivo <i>to be alive</i>

Section M: Unit Test

Ser and Estar Unit Test

Nombre y apellido: _____

Período: _____

Part One: Conjugate the following verbs. (12 pts)

1. Ser:

Yo		Nosotros	
Tú		Vosotros	
Él/Ella/Usted		Ellos/Ellas/Ustedes	

2. Estar:

Yo		Nosotros	
Tú		Vosotros	
Él/Ella/Usted		Ellos/Ellas/Ustedes	

Part Two: Fill in and briefly describe the following acronyms. (Say what each part of the acronym stands for.) (11 pts)

1. Ser:

D - _____
O - _____
C - _____
T - _____
O - _____
R - _____

2. Estar:

P - _____
L - _____
A - _____
C - _____
E - _____

Part Three: Choose between ser and estar. Circle the answer that best completes each sentence. (10 pts)

1. _____ muy bien, gracias. ¿Y tú?
- a) Estoy
 - b) Estás
 - c) Son

- d) Eres
2. ¿Cuándo _____ tu cumpleaños?
- a) Está
 - b) Están
 - c) Es
 - d) Son
3. Ella _____ de Lima, Perú.
- a) Está
 - b) Están
 - c) Son
 - d) Es
4. Él _____ rubio, alto y delgado.
- a) Es
 - b) Son
 - c) Está
 - d) Están
5. ¿De dónde _____ ustedes?
- a) Están
 - b) Son
 - c) Estáis
 - d) Sois
6. ¿Qué hora _____?
- a) Es
 - b) Está
 - c) Son
 - d) Están
7. Ahora, _____ en la clase de español. ¿Dónde estás tú?
- a) Estoy
 - b) Es
 - c) Soy
 - d) Eres
8. _____ las ocho menos cuarto.
- a) Somos
 - b) Estamos

- c) Son
- d) Están

9. Ana y yo _____ tristes.

- a) Son
- b) Somos
- c) Estamos
- d) Están

10. Raúl _____ en Nueva York.

- a) Es
- b) Está
- c) Sois
- d) Estáis

Part Four: Fill in the blank with the correct form of ser or estar. (20 pts)

1. Ser:

- a) Lola _____
- b) Mi mamá y mi papá _____
- c) La chica y yo _____
- d) Tú _____
- e) El chico y Carlos _____
- f) Carolina, Sara y yo _____
- g) Yo _____
- h) Vosotros _____
- i) Las maestras y yo _____
- j) Tú y Elena _____

2. Estar:

- a) Lola _____
- b) Mi mamá y mi papá _____
- c) La chica y yo _____
- d) Tú _____
- e) El chico y Carlos _____
- f) Carolina, Sara y yo _____
- g) Yo _____
- h) Vosotros _____
- i) Las maestras y yo _____
- j) Tú y Elena _____

Part Five: Choose between ser or estar. Fill in the blanks to complete each sentence. (21 pts)

1. Yo _____ enfermo.
2. Tú _____ bien.
3. Carlos _____ tenista.
4. Ellos _____ aquí.
5. El café _____ llena de gente.
6. El perro _____ grande.
7. Los zapatos _____ sucios.
8. Ellas _____ francesas.
9. Nosotros _____ contentos.
10. Mérida _____ en Yucatán.
11. Yo no _____ marinero.
12. Ustedes _____ en casa.
13. Luis _____ presente.
14. Tú _____ cansada.
15. La mesa _____ limpia.
16. Nosotros _____ norteamericanos.
17. La carne _____ fría.
18. Mi abuelo _____ viejo.
19. María _____ ausente.
20. El gato _____ negro.
21. El chico _____ enfermo.

Part Six: Choose between ser or estar. Translate the following sentences to Spanish.
(34 pts- 1 point for ser or estar and 1 point for correct translation/wording)

1. Maria is tall: _____.
2. Tomás is worried: _____.
3. I am tired: _____.
4. They are in the garden: _____.
5. We are students: _____.
6. Eduardo is studious: _____.
7. My sister is pretty: _____.
8. My mother is in the car: _____.
9. Anita is a brunette: _____.
10. I am from Spain: _____.
11. The fruit is from Florida: _____.
12. My brothers are in the kitchen: _____.
13. Maria's dog is lazy: _____.
14. Mr. Velázquez is a teacher: _____.
15. You all (Spain) are very smart: _____.
16. Today is July 4th: _____.

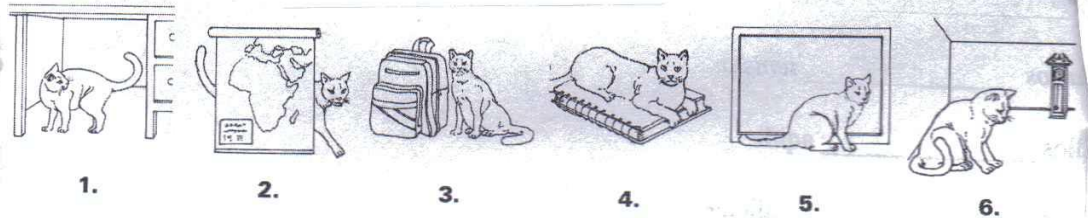
17. It is three o'clock: _____.

Part Seven: Location word vocabulary: Match the vocabulary word with its meaning.

1. Encima de _____
2. Delante de _____
3. Cerca de _____
4. Detrás de _____
5. Debajo de _____
6. Lejos de _____

- A. Far from
- B. In front of
- C. On top of
- D. Near to/Close to
- E. Behind
- F. Under

Part Eight: Write a sentence to describe where the cat is located. Use the verb *estar*, the name of the object, and a position/direction word. (6 pts)



Objects

el escritorio
el reloj
el mapa
el cuaderno
la mochila
el pizarrón

Positions

encima de
delante de
cerca de
detrás de
debajo de
lejos de

1. Está debajo del escritorio.
2. _____
3. _____
4. _____
5. _____
6. _____

Ser and Estar Unit Test Answer Key

Part One: Conjugate the following verbs. (12 pts)

1. Ser:

Yo	Soy	Nosotros	Somos
Tú	Eres	Vosotros	Sois
Él/Ella/Usted	Es	Ellos/Ellas/Ustedes	Son

2. Estar:

Yo	Estoy	Nosotros	Estamos
Tú	Estás	Vosotros	Estáis
Él/Ella/Usted	Está	Ellos/Ellas/Ustedes	Están

Part Two: Fill in and briefly describe the following acronyms. (Say what each part of the acronym stands for.) (11 pts)

1. Ser:

D - Description
O - Occupation
C - Characteristic
T - Time
O - Origin
R - Relationship

2. Estar:

P - Position
L - Location
A - Action
C - Condition
E - Emotion

Part Three: Choose between ser and estar. Circle the answer that best completes each sentence. (10 pts)

1. _____ muy bien, gracias. ¿Y tú?

- a) **Estoy**
- b) Estás
- c) Soy
- d) Eres

2. ¿Cuándo _____ tu cumpleaños?

- a) Está
- b) Están
- c) Es
- d) Son

3. Ella _____ de Lima, Perú.

- a) Está
- b) Están
- c) Son
- d) Es

4. Él _____ rubio, alto y delgado.

- a) Es
- b) Son
- c) Está
- d) Están

5. ¿De dónde _____ ustedes?

- a) Están
- b) Son
- c) Estáis
- d) Sois

6. ¿Qué hora _____?

- a) Es
- b) Está
- c) Son
- d) Están

7. Ahora, _____ en la clase de español. ¿Dónde estás tú?

- a) Estoy
- b) Es
- c) Soy
- d) Eres

8. _____ las ocho menos cuarto.

- a) Somos
- b) Estamos
- c) Son
- d) Están

9. Ana y yo _____ tristes.
a) Son
b) Somos
c) Estamos
d) Están
10. Raúl _____ en Nueva York.
a) Es
b) Está
c) Sois
d) Estáis

Part Four: Fill in the blank with the correct form of ser or estar. (20 pts)

1. Ser:
a) Lola es
b) Mi mamá y mi papá son
c) La chica y yo somos
d) Tú eres
e) El chico y Carlos son
f) Carolina, Sara y yo somos
g) Yo soy
h) Vosotros sois
i) Las maestras y yo somos
j) Tú y Elena son
2. Estar:
a) Lola está
b) Mi mamá y mi papá están
c) La chica y yo estamos
d) Tú estás
e) El chico y Carlos están
f) Carolina, Sara y yo estamos
g) Yo estoy
h) Vosotros estáis
i) Las maestras y yo estamos
j) Tú y Elena están

Part Five: Choose between ser or estar. Fill in the blanks to complete each sentence. (21 pts)

1. Yo estoy enfermo.
2. Tú estás bien.
3. Carlos es tenista.

4. Ellos están aquí.
5. El café está llena de gente.
6. El perro es grande.
7. Los zapatos son sucios.
8. Ellas son francesas.
9. Nosotros estamos contentos.
10. Mérida está en Yucatán.
11. Yo no soy marinero.
12. Ustedes están en casa.
13. Luis está presente.
14. Tú estás cansada.
15. La mesa está limpia.
16. Nosotros somos norteamericanos.
17. La carne está fría.
18. Mi abuelo es viejo.
19. María está ausente.
20. El gato es negro.
21. El chico está enfermo.

Part Six: Choose between ser or estar. Translate the following sentences to Spanish.
(34 pts- 1 point for ser or estar and 1 point for correct translation/wording)

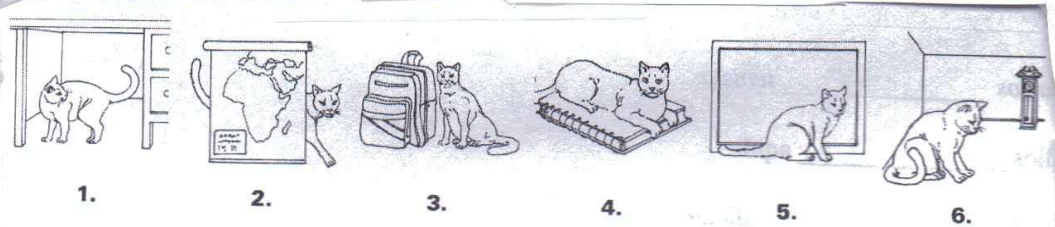
1. Maria is tall: María es alta.
2. Tomás is worried: Tomás está preocupada.
3. I am tired: Yo estoy cansada/o.
4. They are in the garden: Ellos están en el jardín.
5. We are students: Nosotros/as somos estudiantes.
6. Eduardo is studious: Eduardo es estudioso.
7. My sister is pretty: Mi hermana es hermosa.
8. My mother is in the car: Mi madre está en el coche/carro.
9. Anita is a brunette: Anita es morena.
10. I am from Spain: Yo soy de España.
11. The fruit is from Florida: La fruta es de Florida.
12. My brothers are in the kitchen: Mis hermanos están en la cocina.
13. Maria's dog is lazy: El perro de María es perezoso.
14. Mr. Velázquez is a teacher: El señor Velázquez es maestro.
15. You all (Spain) are very smart: Vosotros sois muy inteligentes.
16. Today is July 4th: Hoy es el cuatro de Julio.
17. It is three o'clock: Son las tres.

Part Seven: Location word vocabulary: Match the vocabulary word with its meaning.

1. Encima de __C__
2. Delante de __B__
3. Cerca de __D__
4. Detrás de __E__
5. Debajo de __F__
6. Lejos de __A__

- A. Far from
- B. In front of
- C. On top of
- D. Near to/Close to
- E. Behind
- F. Under

Part Eight: Write a sentence to describe where the cat is located. Use the verb *estar*, the name of the object, and a position/direction word. (6 pts)



Objects	Positions
el escritorio	encima de
el reloj	delante de
el mapa	cerca de
el cuaderno	detrás de
la mochila	debajo de
el pizarrón	lejos de

1. *Está debajo del escritorio.*
2. _____
3. _____
4. _____
5. _____
6. _____

1. Está debajo del escritorio.
2. Está detrás del mapa.
3. Está cerca de la mochila.
4. Está encima del cuaderno.
5. Está delante del pizarrón.
6. Está lejos del reloj.

Ser and Estar Unit Test: Modified for a Learning Disability

Nombre y apellido: _____

Período: _____

Part One: Conjugate the following verbs. (12 pts)

1. Ser:

Yo		Nosotros	
Tú		Vosotros	
Él/Ella/Usted		Ellos/Ellas/Ustedes	

2. Estar:

Yo		Nosotros	
Tú		Vosotros	
Él/Ella/Usted		Ellos/Ellas/Ustedes	

Part Two: Fill in and briefly describe the following acronyms. (Say what each part of the acronym stands for.) (11 pts)

Word Box for ser and estar (answers are scrambled).

Action Characteristic Condition Description Emotion Location
Occupation Origin Position Relationship Time

1. Ser:

D - _____
O - _____
C - _____
T - _____
O - _____
R - _____

2. Estar:

P - _____
L - _____
A - _____
C - _____
E - _____

Part Three: Choose between ser and estar. Circle the answer that best completes each sentence. (10 pts)

1. _____ muy bien, gracias. ¿Y tú?
a) Estoy

- b) Estás
 - c) Soy
2. ¿Cuándo _____ tu cumpleaños?
- a) Está
 - b) Es
 - c) Son
3. Ella _____ de Lima, Perú.
- a) Está
 - b) Son
 - c) Es
4. Él _____ rubio, alto y delgado.
- a) Es
 - b) Está
 - c) Están
5. ¿De dónde _____ ustedes?
- a) Están
 - b) Son
 - c) Sois
6. ¿Qué hora _____?
- a) Es
 - b) Está
 - c) Son
7. Ahora, _____ en la clase de español. ¿Dónde estás tú?
- a) Estoy
 - b) Soy
 - c) Eres
8. _____ las ocho menos cuarto.
- a) Somos
 - b) Son
 - c) Están
9. Ana y yo _____ tristes.
- a) Somos
 - b) Estamos
 - c) Están

10. Raúl _____ en Nueva York.

- a) Es
b) Está
c) Estáis

Part Four: Fill in the blank with the correct form of ser or estar. (20 pts)

1. Ser:

Word Box:

soy eres es somos somos somos
sois son son son

- a) Lola _____
- b) Mi mamá y mi papá _____
- c) La chica y yo _____
- d) Tú _____
- e) El chico y Carlos _____
- f) Carolina, Sara y yo _____
- g) Yo _____
- h) Vosotros _____
- i) Las maestras y yo _____
- j) Tú y Elena _____

2. Estar:

Word Box:

estoy estás está estamos estamos estamos
estáis están están están

- a) Lola _____
- b) Mi mamá y mi papá _____
- c) La chica y yo _____
- d) Tú _____
- e) El chico y Carlos _____
- f) Carolina, Sara y yo _____
- g) Yo _____
- h) Vosotros _____
- i) Las maestras y yo _____
- j) Tú y Elena _____

Part Five: Choose between ser or estar. Fill in the blanks to complete each sentence. (21 pts)

Word Box:

soy es es es es somos son son
estoy estás estás está está está está está está
estamos están están

1. Yo _____ enfermo.
2. Tú _____ bien.
3. Carlos _____ tenista.
4. Ellos _____ aquí.
5. El café _____ llena de gente.
6. El perro _____ grande.
7. Los zapatos _____ sucios.
8. Ellas _____ francesas.
9. Nosotros _____ contentos.
10. Mérida _____ en Yucatán.
11. Yo no _____ marinero.
12. Ustedes _____ en casa.
13. Luis _____ presente.
14. Tú _____ cansada.
15. La mesa _____ limpia.
16. Nosotros _____ norteamericanos.
17. La carne _____ fría.
18. Mi abuelo _____ viejo.
19. María _____ ausente.
20. El gato _____ negro.
21. El chico _____ enfermo.

Part Six: Ask the teacher for guidance on this section. Choose between ser or estar. Translate the following sentences to Spanish. Use both the verb word box and the vocabulary word box. Follow the same structure as number one; number one has been done for you and its answers are not in the word boxes.

(34 pts- 1 point for ser or estar and 1 point for correct translation/wording)

Verb Word Box:

está estoy están somos es es está es soy es
están es es sois

Vocabulary Word Box:

preocupada cansado/a jardín estudiantes estudioso hermosa coche/carro
morena España fruta cocina perezoso maestro inteligentes cuatro tres

1. Maria is tall: María es alta.
2. Tomás is worried: _____.
3. I am tired: _____.

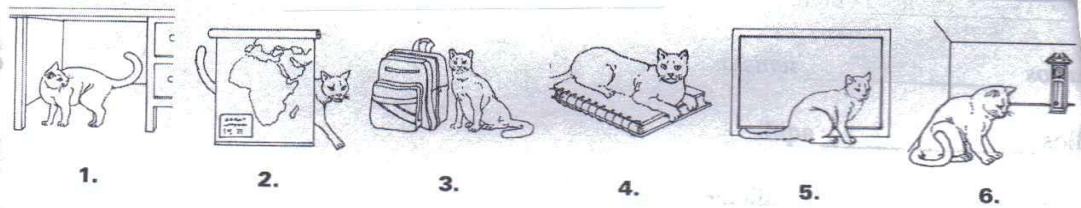
4. They are in the garden: _____.
5. We are students: _____.
6. Eduardo is studious: _____.
7. My sister is pretty: _____.
8. My mother is in the car: _____.
9. Anita is a brunette: _____.
10. I am from Spain: _____.
11. The fruit is from Florida: _____.
12. My brothers are in the kitchen: _____.
13. Maria's dog is lazy: _____.
14. Mr. Velázquez is a teacher: _____.
15. You all (Spain) are very smart: _____.
16. Today is July 4th: _____.
17. It is three o'clock: _____.

Part Seven: Location word vocabulary: Match the vocabulary word with its meaning.

1. Encima de _____
2. Delante de _____
3. Cerca de _____
4. Detrás de _____
5. Debajo de _____
6. Lejos de _____

- A. Far from
- B. In front of
- C. On top of
- D. Near to/Close to
- E. Behind
- F. Under

Part Eight: Write a sentence to describe where the cat is located. Use the verb *estar*, the name of the object, and a position/direction word. (6 pts)



Objects

el escritorio
el reloj
el mapa
el cuaderno
la mochila
el pizarrón

Positions

encima de
delante de
cerca de
detrás de
debajo de
lejos de

1. *Está debajo del escritorio.*

2. _____

3. _____

4. _____

5. _____

6. _____

1. Está _____ del escritorio.

2. Está _____ del mapa.

3. Está _____ de la mochila.

4. Está _____ del cuaderno.

5. Está _____ del pizarrón.

6. Está _____ del reloj.

Ser and Estar Unit Test Answer Key: Modified for a Learning Disability

Nombre y apellido: _____

Período: _____

Part One: Conjugate the following verbs. (12 pts)

1. Ser:

Yo	Soy	Nosotros	Somos
Tú	Eres	Vosotros	Sois
Él/Ella/Usted	Es	Ellos/Ellas/Ustedes	Son

2. Estar:

Yo	Estoy	Nosotros	Estamos
Tú	Estás	Vosotros	Estáis
Él/Ella/Usted	Está	Ellos/Ellas/Ustedes	Están

Part Two: Fill in and briefly describe the following acronyms. (Say what each part of the acronym stands for.) (11 pts)

Word Box for ser and estar (answers are scrambled).

Action Characteristic Condition Description Emotion Location
Occupation Origin Position Relationship Time

1. Ser:

D - Description
O - Occupation
C - Characteristic
T - Time
O - Origin
R - Relationship

2. Estar:

P - Position
L - Location
A - Action
C - Condition
E - Emotion

Part Three: Choose between ser and estar. Circle the answer that best completes each sentence. (10 pts)

1. _____ muy bien, gracias. ¿Y tú?

a) **Estoy**

- b) Estás
c) Soy
2. ¿Cuándo _____ tu cumpleaños?
a) Está
b) Es
c) Son
3. Ella _____ de Lima, Perú.
a) Está
b) Son
c) Es
4. Él _____ rubio, alto y delgado.
a) Es
b) Está
c) Están
5. ¿De dónde _____ ustedes?
a) Están
b) Son
c) Sois
6. ¿Qué hora _____?
a) Es
b) Está
c) Son
7. Ahora, _____ en la clase de español. ¿Dónde estás tú?
a) Estoy
b) Soy
c) Eres
8. _____ las ocho menos cuarto.
a) Somos
b) Son
c) Están
9. Ana y yo _____ tristes.
a) Somos
b) Estamos
c) Están

10. Raúl _____ en Nueva York.

- a) Es
b) Está
c) Estáis

Part Four: Fill in the blank with the correct form of ser or estar. (20 pts)

1. Ser:

Word Box:

soy eres es somos somos somos
sois son son son

- a) Lola es
- b) Mi mamá y mi papá son
- c) La chica y yo somos
- d) Tú eres
- e) El chico y Carlos son
- f) Carolina, Sara y yo somos
- g) Yo soy
- h) Vosotros sois
- i) Las maestras y yo somos
- j) Tú y Elena son

2. Estar:

Word Box:

estoy estás está estamos estamos estamos
estáis están están están

- a) Lola está
- b) Mi mamá y mi papá están
- c) La chica y yo estamos
- d) Tú estás
- e) El chico y Carlos están
- f) Carolina, Sara y yo estamos
- g) Yo estoy
- h) Vosotros estáis
- i) Las maestras y yo estamos
- j) Tú y Elena están

Part Five: Choose between ser or estar. Fill in the blanks to complete each sentence. (21 pts)

Word Box:

soy es es es es somos son son
estoy estás estás está está está está está está
estamos están están

1. Yo estoy enfermo.
2. Tú estás bien.
3. Carlos es tenista.
4. Ellos están aquí.
5. El café está llena de gente.
6. El perro es grande.
7. Los zapatos son sucios.
8. Ellas son francesas.
9. Nosotros estamos contentos.
10. Mérida está en Yucatán.
11. Yo no soy marinero.
12. Ustedes están en casa.
13. Luis está presente.
14. Tú estás cansada.
15. La mesa está limpia.
16. Nosotros somos norteamericanos.
17. La carne está fría.
18. Mi abuelo es viejo.
19. María está ausente.
20. El gato es negro.
21. El chico está enfermo.

Part Six: Ask the teacher for guidance on this section. Choose between ser or estar. Translate the following sentences to Spanish. Use both the verb word box and the vocabulary word box. Follow the same structure as number one; number one has been done for you and its answers are not in the word boxes.
(34 pts- 1 point for ser or estar and 1 point for correct translation/wording)

Verb Word Box:

está estoy están somos es es está es soy es
están es es sois

Vocabulary Word Box:

preocupada cansado/a jardín estudiantes estudioso hermosa coche/carro
morena España fruta cocina perezoso maestro inteligentes cuatro tres

1. Maria is tall: María es alta.
2. Tomás is worried: Tomás está preocupada.
3. I am tired: Yo estoy cansada/o.
4. They are in the garden: Ellos están en el jardín.

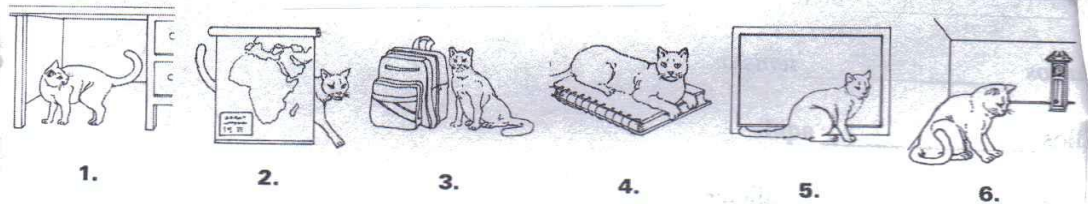
5. We are students: Nosotros/as somos estudiantes.
6. Eduardo is studious: Eduardo es estudioso.
7. My sister is pretty: Mi hermana es hermosa.
8. My mother is in the car: Mi madre está en el coche/carro.
9. Anita is a brunette: Anita es morena.
10. I am from Spain: Yo soy de España.
11. The fruit is from Florida: La fruta es de Florida.
12. My brothers are in the kitchen: Mis hermanos están en la cocina.
13. Maria's dog is lazy: El perro de María es perezoso.
14. Mr. Velázquez is a teacher: El señor Velázquez es maestro.
15. You all (Spain) are very smart: Vosotros sois muy inteligentes.
16. Today is July 4th: Hoy es el cuatro de Julio.
17. It is three o'clock: Son las tres.

Part Seven: Location word vocabulary: Match the vocabulary word with its meaning.

1. Encima de __C__
2. Delante de __B__
3. Cerca de __D__
4. Detrás de __E__
5. Debajo de __F__
6. Lejos de __A__

- A. Far from
- B. In front of
- C. On top of
- D. Near to/Close to
- E. Behind
- F. Under

Part Eight: Write a sentence to describe where the cat is located. Use the verb *estar*, the name of the object, and a position/direction word. (6 pts)



Objects

el escritorio
el reloj
el mapa
el cuaderno
la mochila
el pizarrón

Positions

encima de
delante de
cerca de
detrás de
debajo de
lejos de

1. *Está debajo del escritorio.*
2. _____
3. _____
4. _____
5. _____
6. _____

1. Está debajo del escritorio.
2. Está detrás del mapa.
3. Está cerca de la mochila.
4. Está encima del cuaderno.
5. Está delante del pizarrón.
6. Está lejos del reloj.

Explanation of Modifications

A student with a learning disability has trouble listening, reading, or writing. These students require specific modifications to help them succeed. Most modifications are common among all three categories. This test is modified toward a writing disability, but also benefits the other two categories of learning disabilities. The goals of the modifications are to help the students succeed, while keeping the student responsible for the material.

A student with a learning disability in writing can succeed on this test. By having too many words to fill in or write, students may get overwhelmed. For the writing activities, I have offered word banks, provided the possible answers, given examples, and gave the student a partial sentence instead of consuming time with writing the full sentence. Students are still responsible for knowing the material because they still have to choose the correct answer; they are just not required to develop each answer from scratch. By doing this, the thought process that most students with this disability face is shortened. Not being able to finish a test due to time is a common problem amongst students with learning disabilities.

A student with a learning disability in listening can also succeed on this test. Because all directions are written out, the student is not required to listen for directions. If the teacher notices a mistake or clarifies a direction or section for the class, this should be written for this student, not just verbally stated. This student needs to have clear, concise directions that are written because any verbal help will be hard to internalize for this student.

A student with a learning disability in reading will be successful on this test. The most advantageous adaptation for this student would be to go to a resource room or a special education teacher to have the test read. This student will struggle with reading the test by him or herself. When answering questions, this student will struggle with seeing so many words in a question.

To counteract this, I have started most answers that involve a lot of writing, a form of communication most closely connected with reading. If the student is required to write less, the student has to read less. Because there are word boxes, students are provided with options to complete each question to the best of his or her ability.

The most important thing for a teacher to understand is that with any learning disability, these students will take more time to complete the test than the average student. By helping the student start each answer, but not giving away the answer, the student is still responsible for knowing the material, but is not stressed about completion of the test due to a time constraint. Even with these aforementioned adaptations, a student with a learning disability may simply need more time. However, I modified almost every section in order to push student responsibility and success. For part one, I did not include a modification because students are required to conjugate the verb. If I were to offer a word box for this section, I would be giving the student the answers. This is a basic skill that this student must know regardless of a learning disability. Starting in part two, I made modifications. I am still asking students to put the words in the right order to spell the acronym, but I am not requiring them to come up with the words on their own. For part three, I still kept ten questions, but eliminated one option for each question; I am offering this student three possible answers instead of four for each question. To help this student with part four, I provided a word box that has all possible answers in a scrambled order. With part five, I followed this same idea. Because part six is more complex and students are asked to write more, I asked the student to consult the teacher before beginning. I provided the student with a verb word box and a vocabulary word box, as well as provided an example. (This is the most challenging section, so I needed to provide more structure.) For part seven, I did not make an adaptation, as this section is simply identifying and vocabulary word and matching it with its

English equivalent. If I were to eliminate the number of questions, I would be putting the student at a disadvantage for the final section of the test. Because part seven is basic vocabulary, I need to hold that student accountable for knowing the words. Part eight, the final section uses the vocabulary from part seven. For this student, I have provided the sentence and the object; the student is still responsible for the content of this section, which is choosing the correct vocabulary word.

Given each of these modifications, any student with a learning disability will be able to succeed on my unit test for ser and estar. I have provided enough information in each section to help the student, but not enough to just give the student the answers. Each and every student in my classroom needs to know the content and each and every student deserves a test designed to help him or her demonstrate their knowledge of the content properly. I would never let a student with a learning disability do poorly on a test due to misunderstanding or time constraint.

Section N: Reflection Paper

Before taking this class, my attitude toward reading was based on the idea that everyone should learn to read. Reading is essential to our everyday life and is used as the most common form of communication and receiving information. What can someone do if he or she cannot read? We use reading everyday to accomplish many tasks. We need reading to survive in the real world, such seeing a sign when driving, reading to gain information from a textbook, or reading a message from someone. Most people argue that reading is actually the most important mode of communication of the four. Writing, listening, and speaking are important as well, but reading can be directly related to each of these. When thinking about reading in my content area, I recall that reading is one of the primary ways to expand vocabulary and understand the content. In my personal experience with learning a foreign language, I have always been in contact with reading.

After taking this class, my attitude toward reading has changed. I now believe that everyone should read to learn. Instead of just learning to read, I believe that everyone should use reading as a way to learn. There are so many things that one can learn from reading about it. When practicing a dialogue in Spanish class for example, one must first read the dialogue in order to speak it. Reading is often our first mode of communicating and receiving information. I understand just how much we rely on reading to accomplish basic tasks. Reading is viewed as such a basic skill, but it is really one of the best skills we have. A high reader can do so many more things than a low reader. A high reader can have better communication skills and can attain knowledge faster than a low reader because a low reader will not be able to process the knowledge as quickly. When learning a second language, reading is key in order to internalize spelling, word order, other grammar points, and communication techniques. Reading is more

than just learning how to read; reading being able to use a basic skill to obtain more advanced skills.

After going through the textbook, I learned ways to teach both my future general education students and my future special education students. Because our textbook, *Improving adolescent literacy: content area strategies at work* (2012), does not use World Language as one of its included content areas, I have been pulling ideas from other content areas that are included and adapting them. The first chapter talks about different ways to advance literacy in adolescent learners. The two most important things that I learned from this chapter were ideas to help develop comprehension and ideas to support adolescent literacy. When developing comprehension, Fisher and Frey (2012) taught me that “reading comprehension is an active process undertaken by the reader” (p. 7). According to this idea, a reader should develop a plan of action, maintain/monitor the plan, and evaluate the plan (Fisher & Frey, 2012, p. 7). I can use this idea to help prepare my students to read. I believe that it can be very challenging to teach students how to retain what they read when most of them are having problems with just reading. If I give them a strategy and teach how this strategy works, I can develop their reading and comprehension skills simultaneously. This would be a great way for both general education students and special education students to learn to read. Even though general education students may not want to advance their reading skills, they will have to in order to succeed with reading in a foreign language. The special education students will definitely benefit from learning a reading process instead of simply being told what to read. These students take longer to read than the average student, so going through a process will keep them on task. To further support this literacy development, I can look at the idea of having students work together to read. This type of group reading can benefit the special education student as well because there are general

education students to help the special education student. In turn, the special education student will help keep the general education students on task because he or she is used to structure and will not work too quickly. The text alludes to the concept that learning in groups promotes better understanding, as “learning is a community function, not an isolated one, and the conversations that occur between learners foster growth for all involved” (Fisher & Frey, 2012, p. 8).

The chapters following chapter one help to offer other specific ways to help adolescents with reading skills and techniques. Anticipatory activities that should be “tied to the introduction of new concepts” and usually activates students’ background knowledge about the topic (Fisher & Frey, 2012, p. 20). I can use one of these types of activities to get students interested in the topic before using reading skills. If the students have an interest in what they will be reading, they will be more likely to understand the topic better. I believe that this concept would best help general education students, as special education students may not be able to connect the concepts as being directly related. The third chapter that concentrated on vocabulary was the chapter that I felt was the most helpful for my content area. Learning a new language is based on learning vocabulary before you can use the vocabulary. If one does not have enough vocabulary, one will not be able to read efficiently. The text states that vocabulary is “an important predictor of content area performance” and that “vocabulary knowledge can also have a profound influence on reading comprehension” (Fisher & Frey, 2012, p. 39). Word schema, a concept defined in the text on page forty, explains that unless the student understands what the word really means in terms of metalinguistic, morphological, and patterned contexts, the student will never truly learn the meaning of the word (Fisher & Frey, 2012, p. 40). With such a heavy stress on vocabulary in my content area, I felt very strongly about the concepts that this chapter discussed.

The textbook that I am teaching out of this spring is designed to concentrate on vocabulary and grammar mastery. Without stressing the aforementioned concepts, I will not be able to help my students understand my textbook. Most textbooks for other content areas are reading based, but my textbook is mainly filled with grammar exercises and vocabulary pages, unless I were to teach one of the upper level Spanish classes. I have three Spanish I classes and only one level three class, so my textbooks are still not concentrated on reading. In regards to my content area standards, I am still responsible for helping my students develop reading skills, but it is not stressed as much as grammar. The thought behind this is that building grammatical awareness will develop reading skills with time. Presented in a different way, this concept is the building blocks to being able to read in a language that has a completely different grammatical structure than the student's first language (English). After reading the Fisher and Frey text, I am now more aware of this concept and how to implement it in my classroom to promote reading skills.

References

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: content area strategies at work* (3rd ed.). Boston: Pearson.