**1. Ice Breakers & Get to know each other conversation practice to get started.**

* Invite your students to practice the content from Day 2***. ¿******De dónde eres? ¿Cómo eres? (personality, physical characteristics)*** \*Goal to encourage participants to speak/practice Spanish. Remind participants that they can use the handout from the prior week as a reference.
* **Important:**  provide a clear and consistent bilingual approach with Spanish first (slow and enunciated) and English translations to help participants follow along.

**2. Vocabulary Lesson #1:**

*Vamos a continuar con el acrónimo DOCTOR y nos enfocaremos en las últimas 3 letras (T -Time, O -occupation, R -relationships).* Let’s keep learning the uses of SER with the acronym DOCTOR and we will focus on the last three letters *(T -Time, O -occupation, R -relationships)*.

**D – Description (physical characteristics)** tall, blond, brunette

**O – Origin/Nationality** (from Mexico, Mexican)

**C – Characteristics (personality)** (shy, outgoing, funny)

**T – Time** (It’s 5:00PM, It’s 3:30AM)

**O – Occupation** (teacher, doctor, etc.)

**R – Relationships** (friends, siblings, family)

**3. Vocabulary Lesson #2:**

* **TELLING TIME /La Hora:**

|  |  |
| --- | --- |
| **LA HORA** | THE TIME |
| **¿Qué hora es?** | What time is it? |
| **Es la una (1)** | It’s one o’clock |
| **Son las 2** | It’s 2 o’clock |
| **en punto** | o’clock |
| **y cuarto** | quarter past |
| **y media** | half-past |
| **cuarto para…** | quarter to |

**4. Práctica escrita. Written practice! ¿Qué hora es? /What time is it?** Let’s tell the time in Spanish. Use the chart from above as a reference.

1. 5:00 **Son las cinco en punto.**
2. 10:15 **Son las diez y cuarto**
3. 3:45 **Cuarto para las cuatro / tres cuarenta y cinco /cuatro menos cuarto/**
4. 9:30 **Son las nueve y media**
5. 1:00 **Es la una en punto.**
6. 8:15 **Son las ocho y cuarto**

**5. Vocabulary Lesson #3:**

* **OCCUPATIONS: Ocupaciones, Profesiones, Oficios.**

|  |  |  |  |
| --- | --- | --- | --- |
| **doctor/a** | doctor | **enfermero/a** | nurse |
| **dentista\*** | dentist | **policía\*** | police |
| **cajero/a** | cashier | **recepcionista\*** | receptionist  |
| **albañil\*** | construction worker | **ejecutivo/a** | executive |
| **periodista\*** | journalist | **granjero/a** | farmer |
| **maestro/a** | teacher | **abogado/a** | lawyer |
| **carpintero/a** | carpenter | **pintor/a** | painter |
| **cocinero/a** | chef | **mesero/a** | waiter/ waitress |
| **bombero/a** | firefighter | **peluquero/a** | hairdresser |
| **veterinario/a** | veterinarian | **cartero/a** | postman |
| **sastre (male) /costurera (female)** | tailor /dressmaker  | **jardinero/a** | gardener |

**6. Whole class activity! Two Truths and a Lie (Con Ser)**

Each participant must prepare 2 truths and 1 lie using the verb SER and the occupations vocabulary from above. Then, encourage them to share them out loud in español. Encourage the class to say which one is a lie!

Example:

* **Soy profesora.**
* **Soy italiana.**
* **Soy cocinera.**

**7. Vocabulary Lesson #4:**

* **RELATIONSHIPS: Family and friends \*amigo = friend**

|  |  |
| --- | --- |
| **La Familia** | **The family** |
| la madre / mamá | the mother/ mom |
| el padre/ papá | the father/ dad |
| el hijo / la hija | the son / the daughter |
| el nieto / la nieta | the grandson/ the granddaughter |
| el hermano / la hermana | the brother / the sister |
| la madrastra / el padrastro | the stepmother / the stepfather |
| el hermanastro/ la hermanastrael medio hermano / la media hermana | the stepbrother/ the stepsisterthe half-brother / the half-sister |
| los hermanos | the siblings |
| el abuelo / la abuela | the grandfather / the grandmother |
| el esposo / la esposa | the husband / the wife |
| el cuñado/ la cuñada | the brother-in-law/ sister-in-law |
| la suegra/ el suegro | the mother-in-law / the father-in-law |
| el primo / la prima | the cousin |
| el tío /la tía | the uncle / the aunt |
| el sobrino / la sobrina | the nephew /niece |
| la mascota | the pet |

**8. Más práctica – Adivinanzas.** Use the visuals from PowerPoint to share the riddles with the participants. Encourage them to provide the answer out loud and in español!

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**Need help with how to screenshare information in all meeting breakout rooms? Please refer to the steps on how to do it in your Day 1 lesson plan.**

**9. Conversation practice - ¡Entrevista en Pareja! If you don’t have time to cover this partner conversation, don’t worry. You can use it as a final review on the last day of class DAY 4. Please inform your students as well.**

Review the partner interview from the PowerPoint visual and ensure participants understand the questions and answers before going to the breakout rooms. **Participants have the partner interview from below in their handout as well.**

|  |  |
| --- | --- |
| **PREGUNTAS -QUESTIONS** | **RESPUESTAS -ANSWERS** |
| 1. **¿Cómo te llamas? /**What is your name?
2. **¿De dónde eres? /**Where are you from?
3. **¿Cómo eres? /**How are you like? *(related to physical characteristics and personality)*
4. **¿Qué hora es? /**What time is it?
5. **¿Cuál es tu ocupación? /**What is your occupation?
6. **Menciona algunos miembros de tu familia /** Mention a few family members in Spanish
 | 1. **Me llamo\_\_\_\_\_\_\_\_\_\_\_\_. /**My name is\_\_\_\_\_\_\_\_.
2. **Soy de\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. /**I’m from\_\_\_\_\_\_\_\_.
3. **Soy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ y** \_\_\_\_\_\_\_\_\_\_\_\_**.** *(mention 1 physical characteristic and 1 of personality)*
4. **Son las \_\_\_\_\_\_\_\_\_\_\_\_\_\_.** /It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. **Soy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** /I’m\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Mention a few family members in Spanish *using the today’s vocabulary.*
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**8. NOTA CULTURAL: SER- TO BE:** If time, screenshare this YouTube video <https://youtu.be/1mUSK7RRA3E?si=kADtr_2-VRtVGSZt> This video contains more examples related to the acronym DOCTOR and SER conjugations. To discuss the last 3 letters T-O-R of the SER-TO BE. You can start watching on minute 1:33 and pause it on minute 2:50.

**9. OPTIONAL: TAREA /Homework** Encourage participants to use the Quizlet links provided in their handout to review the material covered in today’s lesson. Please, remind them that they access Futura’s portal to review the lesson with the visuals and other materials as well.