

Here is a set of lesson plans for a beginning Spanish class to learn to talk about family and descriptions.

### **Essential Questions**

- How do I talk about my family and others?
- How do people describe themselves and others in Spanish-speaking cultures?

### **Can-Do Statements**

- I can describe family members and their relationships.
- I can describe physical appearance and personality.
- I can talk about pets.

### **Key Vocabulary**

- Family members & pets; physical & personality traits; colors & descriptive adjectives

### **Grammar Focus**

- **Tener** and **ser**; adjective agreement; possessive adjectives

### **Cultural Connections**

- Family structure in Hispanic cultures; famous/TV families from Spanish-speaking countries

#### **Daily Routines (every day, brief):**

Attendance in TL (aquí/presente/ausente) • Juramento • Quick greeting/emotions check • Calendar (date, numbers, quick weather)

## **Day 1 — Numbers Warm-Up + Body Parts (Mr. Potato Head)**

**Standards:** Communication, Connections, Culture, Comparisons, Communities

**Communicative Objective:** Begin descriptive language via body parts and classroom TPR.

### Activities (from *Día 20*):

1. Numbers focus (listen/repeat/count).
2. **Number Bingo** (0-20; students can be callers).
3. **Mr. Potato Head** body parts TPR/build; recycle **¿Cómo se llama?**; describe the creations.
4. **Notes:** adjectives you introduced to describe people.  
**Exit:** Say one body part and one describing word heard today.  
**Apuntes:** core body parts + 2-3 adjectives.  
**Can-Do:**  I can understand some body-part words and simple descriptions.  
**Teacher Notes:** \_\_\_\_\_

## Day 2 – Numbers + Colors by Number; Appearance Survey (Part 1)

**Communicative Objective:** Recognize colors; begin describing appearance with class surveys.

### Activities (from *Día 21*):

1. Number Bingo (2 rounds).
2. **Color-by-number** style task; whole-class or walk-around survey of colors.
3. **Appearance surveys** (tables) + teacher drawings/illustrations; **Post-its gallery** of illustrated adjectives.  
Survey pack:  
<https://www.dropbox.com/scl/fi/uxyvnt74qbj16l6t8p93/SpanishActivitiesFifteenSurveysforBeginningStudents-1.docx?dl=0>  
Opposites slides:  
<https://www.canva.com/design/DAGkgsphL88/Ogb9JdgkthJg3ZXxEBMFaA/view?mode=preview>  
**Exit:** “Stand Up/Sit Down” guessing game (who fits the description).  
**Apuntes:** colors + 4-6 appearance adjectives.  
**Can-Do:**  I can recognize basic colors and some appearance words.  
**Teacher Notes:** \_\_\_\_\_

## Day 3 – Guess Who? Setup & Practice

**Communicative Objective:** Ask/answer yes/no description questions to identify a person.

### Activities (from *Día 21*):

1. Introduce **Guess Who?** (tablero/cartas).
2. Model yes/no questions; pair play with provided handout/cheat sheets:  
<https://www.canva.com/design/DAGjrV57yoA/LhEjj9C0CHS6pj8L0S83CQ/view?mode=preview>

**Exit:** Each pair identifies one quick strategy they used in Spanish.

**Apuntes:** question starters for Guess Who + key descriptors.

**Can-Do:**  I can ask/answer yes/no to describe/identify people.

**Teacher Notes:** \_\_\_\_\_

## Day 4 – Descriptions Activities (Day One)

**Communicative Objective:** Build descriptive language through your Day One set.

### Activities (from *Día 22*):

- **Day One lesson: Descriptions Activities** (run your sequence as written).

**Exit:** One written sentence describing a classmate's character (teacher-approved prompts).

**Apuntes:** 4-6 new descriptive adjectives.

**Can-Do:**  I can use a few adjectives to describe a person.

**Teacher Notes:** \_\_\_\_\_

## Day 5 – Descriptions Activities (Day Two)

**Communicative Objective:** Expand descriptive language and opposites.

### Activities (from *Día 23*):

- **Day Two lesson:**

[https://docs.google.com/document/d/1AM6v7\\_ZyH7knvE6KgZNpKWc2VYSBi45T2oUtGA20IU8/copy](https://docs.google.com/document/d/1AM6v7_ZyH7knvE6KgZNpKWc2VYSBi45T2oUtGA20IU8/copy)

- Additional presentation:

<https://www.canva.com/design/DAGmYDGeBKo/OxRP8zdmPtVIdHX49IIZYA/view?mode=preview>

**Exit:** Opposite-match mini-quiz.

**Apuntes:** opposites pairs used today.

**Can-Do:**  I can match adjectives to their opposites.

**Teacher Notes:** \_\_\_\_\_

## Day 6 — Descriptions Activities (Day Three)

**Communicative Objective:** Recycle and apply descriptive language in varied tasks.

**Activities (from *Día 24*):**

- **Day Three lesson: Descriptions Activities** (run your sequence).

**Exit:** 2 true/1 false description statements; peers guess.

**Apuntes:** any new descriptors surfaced.

**Can-Do:**  I can produce short description statements.

**Teacher Notes:** \_\_\_\_\_

## Day 7 — Descriptions Activities (Day Four)

**Communicative Objective:** Strengthen accuracy with description sets and noticing.

**Activities (from *Día 25*):**

- **Day Four lesson: Descriptions Activities** (run your sequence).

**Exit:** Highlight adjective agreement you used.

**Apuntes:** adjective endings you noticed.

**Can-Do:**  I can notice adjective endings for gender/number.

**Teacher Notes:** \_\_\_\_\_

## Day 8 — Appearance Surveys + Stand Up/Sit Down + Body/Description Project

**Communicative Objective:** Consolidate appearance language in interactive formats.

### Activities (from *Día 26*):

1. Attendance/Juramento/Calendar (you should hear more TL now).
2. **¿Cómo son los gigantes? Nivel A1** (as noted).
3. **Appearance surveys + Stand Up/Sit Down** (Deborah Blaz).
4. **Mr. Potato Head** + hula hoops TPR build & describe.
5. Choose a **fun body/description project**:

Project doc:

<https://docs.google.com/document/d/10xIWLjOQbfXYmL4RulxluZbml7oQnrTL2gbXkrzyQKQ/copy>

**Exit:** Share one project sentence aloud.

**Apuntes:** project vocabulary.

**Can-Do:**  I can describe a created character/person.

**Teacher Notes:** \_\_\_\_\_

## Day 9 – Body Parts Song & Games (Optional) / Verb Practice Alternative

**Communicative Objective:** (Option A) Identify body parts and say where it hurts; (Option B) Verb practice day.

### Activities (from *Día 27*):

#### Option A (Body/Health):

- **Me duele la cabeza** (Barbara McArthur) with gestures.
- **¿Qué te duele?** + props (bandages) in two circles/lines.
- **Body Bingo** prep/play:

Bingo:

<https://www.dropbox.com/scl/fi/mfch5fr3atdifmep5qmsj/SpanishBingoBodyVocabulary-1.pdf?dl=0>

PPT:

<https://www.dropbox.com/scl/fi/cuwyjqex9hz74wzgd1a7a/SpanishBodyPowerPoint-1.pptx?dl=0>

**Option B (if skipping health):** Verb practice from your games bank.

**Exit:** One “Me duele...” or one verb sentence (yo form).

**Apuntes:** body or verbs (per your choice).

**Can-Do:**  I can say what hurts / or  I can use a verb to tell what I do.

**Teacher Notes:** \_\_\_\_\_

## Day 10 – Pets + Colors (Video) + Coloring Activity + Verb Game

**Communicative Objective:** Talk about pets; recycle colors; quick verb review.

**Activities (from *Día 28*):**

- **Pet chat:**

<https://www.canva.com/design/DAGibsz2LEc/inp-ujAPkQ2UhfZLxiMqzg/view?mode=preview>

- Colors video: [https://youtu.be/9kOhR8HoLUE?si=i\\_DEx3KAKfFYVp7y](https://youtu.be/9kOhR8HoLUE?si=i_DEx3KAKfFYVp7y)

- **Coloring activity:**

[https://docs.google.com/document/d/1leo8aTvxlZOn79KDfRNWmwcSBL\\_fAX0QxO2jS-KnMHk/copy](https://docs.google.com/document/d/1leo8aTvxlZOn79KDfRNWmwcSBL_fAX0QxO2jS-KnMHk/copy)

- **Verbs review game** (choose one).

**Exit:** One pet + one color sentence.

**Apuntes:** pet vocab + color collocations.

**Can-Do:**  I can talk about a pet and its color.

**Teacher Notes:** \_\_\_\_\_

## Day 11 – Personality Chat + Tener + Family Intro (Song/Tree)

**Communicative Objective:** Begin family vocabulary; use **tener** with family.

**Activities (from *Día 29*):**

- Personality quizzes (teacher-selected).

- **Family intro** with **Tengo una familia grande** (Barbara McArthur).

- **Dictate a family tree** (cards/map/Post-its); build tree live.

- Presentation:

<https://www.canva.com/design/DAGmYfmPM5Q/tOIAAUuT0P4mYoZrs3PO5Q/view?mode=preview>

- Dress-up & guess family members; **Family tree project** intro (see bundle).

**Exit:** One **tener** sentence about family.

**Apuntes:** core family terms + **tener** patterns.

**Can-Do:**  I can say who is in my family using *tener*.

Teacher Notes: \_\_\_\_\_

## Day 12 – Family Project Work + -ER Verbs (Intro via Pictures)

**Communicative Objective:** Build family vocabulary in writing; introduce -ER verbs in context.

### Activities (from *Día 30*):

- Personality chat slides (as needed):  
<https://www.canva.com/design/DAGmYDGeBKo/OxRP8zdmPtVldHX49IIZYA/view?mode=preview>
- **-ER verbs** intro with pictures; survey, immersive quizzes, crossword, chart/quiz activities (use your pack).
- Game options: **Cucharas** (Spoons)  
[https://www.dropbox.com/scl/fi/606wtb9pbf4egkqpr5e6a/er\\_verbs\\_spoons\\_card\\_game.pdf.pdf?dl=0](https://www.dropbox.com/scl/fi/606wtb9pbf4egkqpr5e6a/er_verbs_spoons_card_game.pdf.pdf?dl=0)

### Las Siete Familias

<https://www.dropbox.com/scl/fi/7xs41akypxnp4ij0e1gzh/LasSieteFamilias.zip?dl=0>

- Keep it little and often.  
**Exit:** One -ER verb sentence (yo or él/ella).  
**Apuntes:** 4-6 -ER verbs used.  
**Can-Do:**  I can read/say a simple -ER verb sentence.  
**Teacher Notes:** \_\_\_\_\_

## Day 13 – Adjective Agreement + Possessives + Family Book

**Communicative Objective:** Notice agreement; use possessives with family.

### Activities (from *Día 31*):

- **Immersive Vocab Quizzes** / agreement slides:  
<https://docs.google.com/presentation/d/1tOSoAcmlaci5JPFVZG7fsLShGPIHMQU7mrDXVWCLxc/copy>

- **Possessives** (model with classroom items → students return items using **mi/tu/su/nuestro/a/sus**).
- **Family Book** work time:  
<https://docs.google.com/document/d/1wbN2HRDluf74oEniOM0jz8JjAtu6kIt8eHcFmu5w-cg/copy>  
**Exit:** One possessive sentence about family.  
**Apuntes:** possessive adj. chart + 2 examples.  
**Can-Do:**  I can say “my/your/his- her/our/their” with family words.  
**Teacher Notes:** \_\_\_\_\_

## Day 14 — Reading/Listening: La Familia Real + -ER Verbs + Possessives

**Communicative Objective:** Interpret an authentic/graded family text; practice -ER & possessives.

### Activities (from *Día 32*):

- **Charlar:** appearance/personality warm-up.
- Read/listen **La Familia Real / La familia del Rey (A1)**; use **Éste es el rey de España, Felipe VI** transcript/listening as referenced.
- Continue -ER verbs + possessives activity; **Complete Family Book**.
- Prep IPA with verbs (-ER present).  
**Exit:** One fact from the family reading.  
**Apuntes:** 3 reading words; 1 -ER sentence.  
**Can-Do:**  I can understand a short text about a family.  
**Teacher Notes:** \_\_\_\_\_

## Day 15 — IPA (Option A) with Verbs: *Lectura “Un día en la vida de Carla”*

**Communicative Objective:** Demonstrate interpretive abilities with -ER verbs in context.

### Activities (from *Día 33*):

- **IPA with verbs:** *Lectura: Un día en la vida de Carla* (use your materials).

- Reference: *Copy of Verb Charts and Quizzes 2* (for prep/review).  
**Exit:** Quick reflection: 1 part easy / 1 part to review.  
**Apuntes:** none (assessment).  
**Can-Do:**  I can read and understand a simple daily life text.  
**Teacher Notes:** \_\_\_\_\_

## Day 16 – IPA (Option B): La familia y las descripciones

**Communicative Objective:** Demonstrate unit skills (family + descriptions).

**Activities (from *Día 33*):**

- **Unit 3 IPA: La familia y las descripciones**  
(interpretive/interpersonal/presentational as you designed).  
**Exit:** Self-check against Can-Dos.  
**Apuntes:** none (assessment).  
**Can-Do:**  I can describe my family and a person's appearance/personality.  
**Teacher Notes:** \_\_\_\_\_

## Day 17 – Grammar Focus Workshop: Tener & Ser (Accuracy Boost)

**Communicative Objective:** Solidify forms/uses of **tener** and **ser** in family/description context.

**Activities:**

- Mini-lesson charts (from your pack), fast drills in context; short partner interviews using target prompts.  
**Exit:** 3 correct sentences (1 **ser**, 1 **tener**, 1 with adjective agreement).  
**Apuntes:** **tener** & **ser** charts; agreement mini-grid.  
**Can-Do:**  I can choose *ser* vs *tener* correctly in familiar sentences.  
**Teacher Notes:** \_\_\_\_\_

## Day 18 — Possessives + Family Relationships (Apply)

**Communicative Objective:** Use possessive adjectives to discuss relationships.

### Activities:

- Quick mingle: “This is **mi...**, **su...**, **nuestro/a...**” with family pictures/icons.
- Short writing: 5 lines about “mi familia.”

**Exit:** Swap & underline possessives in a partner’s writing.

**Apuntes:** possessives recap with examples.

**Can-Do:**  I can write a short paragraph about **my** family.

**Teacher Notes:** \_\_\_\_\_

## Day 19 — Pets/Personality & Color Recycle + Speaking Circles

**Communicative Objective:** Talk spontaneously about pets and people using adjectives & colors.

### Activities:

- Speed rounds (inside/outside circles): pet + color + 1 personality trait.
- If time: 1 quick Guess Who round.

**Exit:** Record 2 sentences you said that felt strongest.

**Apuntes:** your two best lines.

**Can-Do:**  I can talk briefly about pets and describe people.

**Teacher Notes:** \_\_\_\_\_

## Day 20 — Showcase / Project Day or Make-ups (Spiral Review)

**Communicative Objective:** Present a polished artifact or complete missed components.

### Activities:

- Present **Family Book** or small poster: “Mi familia y yo.”
- Make-ups/retakes as needed.
- Light game review (adjective agreement / possessives / -ER).

**Exit:** Unit 3 Can-Do self-assessment checklist.

**Apuntes:** none.

**Can-Do:**  I can describe my family, appearances, and personalities with basic accuracy.

**Teacher Notes:** \_\_\_\_\_

## Reference Lists (from your unit text)

### Family Members & Pets; Physical/Personality Traits; Colors & Adjectives

*(Use your full vocab lists and the grammar focus you included; keep your resources and links as-is.)*

### Grammar Focus (as provided):

- **Tener & Ser** (present), adjective agreement, possessive adjectives.

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