

## Family Pictures (Cuadros de Familia): Beginning/Emerging Level Unit

### Introducing the Story:

- 1) Read aloud selected pages from the bilingual book “Family Pictures - Cuadros de familia” by Carmen Lomas Garza. If teacher knows some Spanish, he/she can read the selection in Spanish. Other possible Spanish-speaking resources: high school Spanish teacher, Spanish III or IV students, Spanish-speaking parents or community members, Spanish-speaking members of the class. (Note: Although students may speak Spanish at home, they may or may not be able to read in Spanish. If the above resource people are not available during class time, they may be willing to tape the selection beforehand).
- 2) After listening to the selections, the students identify “cognates” (words that look or sound the same in both languages).
- 3) Students and teacher examine and discuss the different illustrations and the traditions they represent.
- 4) The teacher draws a web on the board with the word “Family Traditions” in the center circle. Students brainstorm the family traditions represented in the “Family Pictures – Cuadros de familia” stories.
- 5) The teacher shares examples of his/her own family traditions.
- 6) Students work in pairs or small groups to discuss ideas of personal family traditions.
- 7) The teacher distributes a large unlined piece of drawing paper. The students fold the paper in half. On the right, they draw a picture representing a family tradition. On the left they write a description of the tradition.
- 8) The teacher could bind all of the stories together to form a class booklet.



### Spanish Language Sample Unit Plan

The sample lesson plan below is meant to be integrated into the daily content lesson plan. The number of days and activities are suggestions for the teacher. Each teacher will individualize the approach. The lesson plan takes students from the silent period of language production to actively using the language. This same procedure can be used to introduce any vocabulary in a second language.

## ACTIVITY SEQUENCE

### 1. Stage One: Preproduction or Silent Period (Day 1)

The teacher shows visuals that represent a father, mother, grandfather, grandmother, son and daughter while modeling the phrase in Spanish that represents each visual. Review several times.

- a. Visual of father - “Es el papá.” (ehs ehl pah-PAH) (This is the dad/father.)
- b. Visual of mother – “Es la mamá.” (ehs lah mah-MAH)
- c. Visual of grandfather. – “Es el abuelo.” (ehs ehl ah-boo-EH-loh)
- d. Visual of grandmother – “Es la abuela.” (ehs lah ah-boo-EH-lah)
- e. Visual of son – “Es el hijo.” (ehs ehl EE-hoh)
- f. Visual of daughter – “Es la hija.” (ehs lah EE-hah)

### 2. TPR (Total Physical Response) (Day 1)

- a. Place the family visuals on the chalkboard, wall, etc.  
Demonstrate the meaning of the Spanish command word “Toquen” (TOH-keh) – Touch. For example, say “Toquen la abuela.” (TOH-keh lah ah-boo-Eh-lah) and touch the visual of the grandmother. Model the “Toquen” command with the remaining family members.
- b. (Day 2) Review by repeating Day 1 procedures. Next, ask a pair of students to come to the front of the room and point to the family member according to the command given by the teacher. Ex. “Toquen el hijo.” (TOH-keh ehl EE-hoh) (Touch the son.) Continue practicing the family members until all children have had a turn to identify the family members. (Note: A class set of the family visuals could be made so all the students at their desks could practice the vocabulary simultaneously with the pair of students at the front of the room.

### 3. Charades (Day 3) After a brief review, the teacher does the following steps:

- a. The teacher says one of the family phrases and does an appropriate action to represent the phrase. For example, mow the lawn for dad, jump rope for the daughter, etc. The teacher models the phrase and action until all family members have been practiced.
- b. The students do the actions and phrases with the teacher.
- c. The teacher says the family phrase in Spanish while the students do the action.

### 4. Stage 2: Early Speech Production – Yes-No Questions (Day 4)

The teacher calls six students to the front of the room and gives each student one of the family members. The teacher points to one of the visual a child is holding and asks “¿Es \_\_\_\_\_(family member in Spanish)? ¿Sí o no? (See oh no). If the statement is true, the students respond with “Sí.” If the statement is false the students respond with “No.” Continue until all students have had a turn.

5. Either-or Questions (Day 5)
  - a. The teacher holds up one of the family visuals and asks an either-or question regarding what the visual represents. The students answer with the appropriate family member phrase. For example: The teacher holds up the visual of the grandmother and asks, “¿Es el hijo o es la abuela?” (Is it the son or the grandmother?) The students should answer with “Es la abuela.”
  
6. Single Word Answers (Day 6)
  - a. The teacher calls six students to the front of the room and gives each student one of the family members.
  - b. The teacher asks “¿Quién tiene \_\_\_\_\_(family member in Spanish)?” (¿kee-EHN tee-EH-neh \_\_\_\_\_?) The students answer with the name of the student who is holding the appropriate family visual. Continue practicing until all students have had a chance to participate.
  
7. Stage Three – Speech Emerges (Day 7)
  - a. The teacher holds up the family visuals and the students identify each in Spanish.
  - b. The students identify the family members in Spanish from their Family Pictures – Cuadros de familia” stories.
  - c. The students construct a family tree identifying their father, mother and grandparents. The students tell a partner in Spanish who each of the family members are.
  
8. Games – Play games such as “Memory” to practice the Spanish family vocabulary.