



# LEARNING PLAN OVERVIEW

## UNIT 2: LESSON 3

### LEARNING GOAL

I can identify the letters in the Spanish Alphabet.

### COMMON CORE CONNECTION

#### Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

### K-3 LESSON PLAN

1. Prior to the start of class, write the learning goal on the board, and open the **El abecedario Part 2** Learning Page. Greet students, point to the learning goal on the board, read it aloud, and have students repeat the goal after you.
2. Say: Let's start the day with ASL. Play Sign Time Video to review from the last lesson.
3. Play the Teacher Time Video. Encourage students to repeat the letters in Spanish as prompted.
4. Distribute Lesson 3 Worksheets (K-3) to students. Read and model instructions. Play the audio track for the Listening Practice Activity. \*You may elect to only distribute Page 1 and focus on letters I-O for younger learners.
5. Next, have students point to each letter on their worksheet as you lead them pronouncing the letters I-O along with the word in the picture. You can go to [Spanishdictionary.com](http://Spanishdictionary.com) to search each letter/word for students to repeat. \*You can have students act out a representation of each word.
6. Next play the Spanish Class Movement Break Video. Students can sit down the first time watching it and/or stand up and dance and sing along with the song as they recite the Spanish Alphabet.
7. Next, play the Reading Time Video. Afterwards, pass out the print-n-fold worksheet and have students create their booklets and replay the video for students to follow along.

### 4-8 LESSON PLAN

1. Prior to the start of class, write the learning goal on the board, and open the **El abecedario Part 2** Learning Page. Greet students, point to the learning goal on the board and call on a student volunteer to read it aloud.
2. Play the Sign Time and the Teacher Time Videos. Encourage students to repeat the letters in Spanish as prompted. Call on student volunteers to say the letters in Spanish.
3. Distribute Lesson 3 Worksheets to students. Read and model instructions. Have students complete Page 1 and 2. Scan the QR Code to play the audio recording for the activity. Afterwards, have students work with a partner to practice pronouncing each new word. Then, call on volunteers to pronounce each word aloud for the whole group.
4. Now, students can log into the Spanish S.W.A.G. App to work independently. \*Be sure to remind students to complete their Learning Tracker to track their progress. Circulate the room and monitor students as they complete the activities on the Learning Page.
5. If time permits, play the Spanish Class Movement Break Video and have students practice reciting the alphabet aloud with the song and/or have students create bilingual flashcards where they write each word from the worksheet in Spanish on one side of a flashcard and in English on the opposite side. \*As a bonus activity, with mini whiteboards and dry erase markers, you could randomly select words from the worksheet, say them aloud and have students practice writing them in Spanish by memory and by sounding them out.

