



LEARNING PLAN OVERVIEW

UNIT 2: LESSON 4

LEARNING GOAL

I can spell my name in Spanish and ask others how to spell their name.

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 **¿Cómo se escribe tu nombre?** 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. Afterwards, randomly say a letter in English and have students show you how to sign that letter in ASL. Then allow students some time to practice spelling their names in ASL.
3. Next, play the Teacher Time Video. Encourage students to repeat after the teacher in Spanish as prompted.
4. 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.
5. Afterwards, distribute Lesson 4 Worksheets (K-3) to students. Read and model instructions.
6. Next, have students practice spelling their names out loud independently in Spanish. Circle the room to help them practice spelling their names.
6. Lastly, call on students up one at a time, to record themselves spelling their names in Spanish using the "Speaking Time" Prompt on the Learning Page.

4-8 LESSON PLAN

1. Prior to the start of class, write the learning goal on the board, and open the **¿Cómo se escribe tu nombre?** 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 4 Worksheets to students. Read and model instructions. Have students practice spelling their names in Spanish and then have them take turns asking their peers how to their names.
4. Afterwards, 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, call on pairs of students to model how to ask each other and answer how to spell their name in Spanish in front of the class.

