



# LEARNING PLAN OVERVIEW

## UNIT 2: LESSON 1

### LEARNING GOAL

I can identify the vowels and pronounce simple words in Spanish.

### 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 **Las vocales** 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.
3. Play the Teacher Time Video. Encourage students to repeat the words in Spanish as prompted.
4. Distribute Lesson 1 Worksheet (K-3) to students. Read and model instructions.
5. Next, write/display the vowels on the board: A E I O U. Point to each letter in and out of order and have students say the vowel aloud. Provide feedback as needed and praise.
6. Next play the Music Time Video. Afterwards, lead students in singing the vowels using the same melody from the video. \*For an extra challenge, have students sing and use ASL at the same time.
7. Lastly, do the Listening Time Matching Activity by calling up individual students to click on the purple audio buttons to hear a word spoken in Spanish and then click/drag (or point on the board to the word and you click/drag) the matching word to the box to the left of the audio clip.

### 4-8 LESSON PLAN

1. Prior to the start of class, write the learning goal on the board, and open the **Las vocales** 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 Video. Encourage students to repeat the words in Spanish as prompted. Call on student volunteers to say the vowels in both ASL and in Spanish.
3. Distribute Lesson 1 Worksheets to students. Read and model instructions. Have students complete Page 1 and 2. For page two, scan the QR Code to play the audio recording for the activity. Afterwards review the answers together as a class: pan (bread), mar (sea), sol (sun), mil (thousand), and sal (salt). Ask students to share how they made the connections between the two languages (i.e. *sol* as in solar).
4. Now, students to 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.
5. Circulate the room and monitor students as they complete the activities on the Las vocales Learning Page.
6. If time permits, review the vowels in Spanish and in ASL together as a class or call on volunteers to model it in front of the class.

