



# LEARNING PLAN OVERVIEW

UNIT 4: LESSON 2  
GRADE 4+

## LEARNING GOAL

I can identify two-dimensional shapes in Spanish.

## COMMON CORE CONNECTION

### Vocabulary Acquisition and Use

Sort common objects into categories to gain a sense of the concepts the categories represent.

## LEARNING FLOW

- Prior to the start of class, write the learning goal on the board, and open **Las Formas** Learning Page. Greet students, point to the learning goal on the board, read it aloud, and have students repeat the goal after you. Ask students: When you're walking down your block, scrolling TikTok, or playing a game, do you ever notice how much of what you see is actually made of shapes? Like... street signs, phone screens, basketball courts, murals, logos, emojis - everything is built with shapes. Today we're learning how to see the world in Spanish.
- Next, pass out sticky notes to each student. Ask them to draw the logo or icon of one of their favorite apps. Afterwards, allow them to turn-n-talk and share their drawing with a partner or with their tablemates to discuss the different shapes found in their app icons. Do a quick poll afterwards to see how many app icons consist of circles, square, vs triangles.
- Say: Now, let's learn the shapes in sign language and in Spanish. Play Sign Time+ Video. Pause as needed to have students do the signs along with the video. "Teacher Time" is included in the Sign Time+ Video. Encourage students to repeat the shapes in Spanish as prompted.
- Distribute Lesson 2 Worksheet (Page 1) to students and crayons/colored pencils. Display the worksheet on the board as you read and model the instructions. Allow students to work independently to complete it.
- Afterwards, have students access Las Formas Learning Page on Spanishswag.com and complete the Game Time Activities independently or you may elect to play the games together as a class. Students can also practice reading the text with the Reading Time Video.
- **Bonus Activity: Luna's Garden of Shapes** - Distribute Lesson 2 Worksheet (Page 2). Explain and model the task for students. Then allow students to work independently or with a classmate.



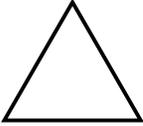
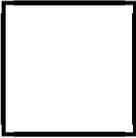
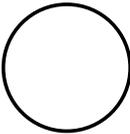
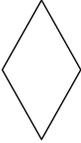
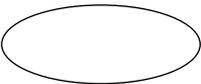


# Los formas

## The Shapes in Spanish

Write the names of each shape in Spanish. Then color the shapes based on the prompts given.

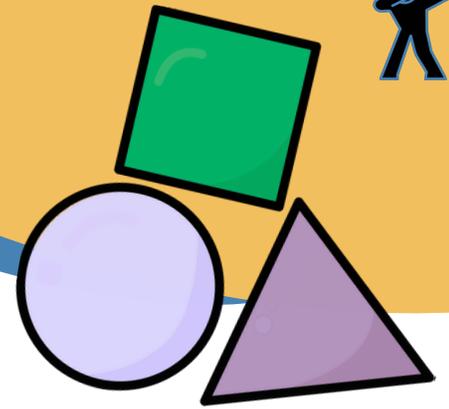
What is your favorite shape?  
How many sides does it have?  
How many points does it have?

	el triángulo rojo
	el cuadrado negro
	el círculo azul
	el rectángulo verde
	el corazón morado
	el rombo gris
	la estrella anaranjada
	el óvalo amarillo



# Las formas

## The Shapes in Spanish



Read the short story and answer the comprehension questions.

### Luna's Garden of Shapes

Luna is designing a garden. She wants *tres círculos* for flower beds, *cuatro cuadrados* for vegetable patches, and *una estrella grande* (large) in the center for decoration.

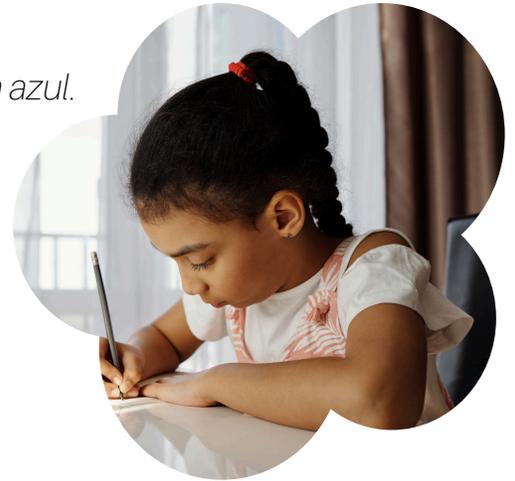
She mixes in color: *cuadrados rojos*, *círculos amarillos*, and *una estrella azul*. She asks her brother Mateo to help count and organize the shapes.

He says, "We need *un círculo más* (more) to make *las formas* around *la estrella* even!"

Now Luna wonders if she should include *más formas*?

Comprehension Questions:

- What shapes does Luna use in her garden?
- How many *cuadrados* does she want?
- What color is the *estrella*?
- How many more *círculos* does Mateo say they need?



**After reading the story, draw Luna's garden using the shapes she imagined for her outdoor space. Color the shapes based on what she described in her design.**