



# LEARNING PLAN OVERVIEW

## UNIT 1: LESSON 4

### LEARNING GOAL

I can ask someone where they're from and state where I'm from.

### NCSSFL-ACTFL ALIGNMENT

**Interpretive Communication:** I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. (Novice Low)

**Interpersonal Communication:** I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. (Novice Low)

### K-3 LESSON PLAN

1. Prior to the start of class, write the learning goal on the board, and open the **¿De dónde eres?** 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 4 Worksheet (K-3) to students. Read and model instructions.
5. Once students complete their drawing, have students show their community drawings to their tablemates. Call on a few volunteers to share their drawing in front of the class. Prompt each child to say: Yo soy de (and include their neighborhood, city or state) in their response.
6. Next play the Music Time Video. Afterwards, create the same beat in the classroom and have students sing along and state where they are from in Spanish.

### 4-8 LESSON PLAN

1. Prior to the start of class, write the learning goal on the board, and open the **¿De dónde eres?** 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.
3. Distribute Lesson 4 Worksheets (Pages 1-4) to students. Read and model instructions. Have students complete Page 1 prior to logging into the Spanish S.W.A.G. App to work independently. \*Be sure to remind students to complete their Learning Tracker as they
4. Circulate the room and monitor students as they complete the activities on the **¿De dónde eres?** Learning Page.
5. Once students have completed the online activities, they can complete the remaining Lesson 4 worksheets (Pages 2-4).
6. If time permits, review the answers and have students practice reading the passage aloud with a partner from the Page 4 Worksheet.

#### ANSWER KEY:

**Manuel es de California.**

**Su (his) papá es de México.**

**Su (his) mamá es de Colombia.**

