

¿Cómo se llama él/ella?

Lesson Overview

1

Communication Objective

Students tell the name of another person.

Performance Guidelines

- Students comprehend the question, “¿Cómo se llama él/ella?”
- Students comprehend the question, “¿Cómo se llama tu maestro/a?”
- Students answer the questions using the phrases, “Él se llama ____” and “Ella se llama ____.”
- Students distinguish the difference between feminine and masculine noun endings.

Circle Time



Vocabulary and Phrases

¿Cómo se llama él/ella?

Él/Ella se llama ____

¿Cómo se llama tu maestro/a?

mi maestro/a
mi amigo/a
la escuela

What's his/her
name?

His/her name is ____

What is your
teacher's name?

my teacher
my friend
school

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)
Buenos días (2)
Me llamo, me llamo (3)
El sol se llama Lorenzo (15)
Me volteo (23)
El tren de los días de la semana (27)

Canciones Culturales CD

Aplaudimos (3)
Tortillitas (4)
Los deditos (5)
Estos piecitos (7)

Story Time



Book Suggestions

Spot va a la escuela, by Eric Hill

La escuela, by Samantha Berger and Pamela Chanko

Mi escuela, by Rebecca Emberley

Nombres de animals bebé, by Bobbie Kalman

Art Time



¿Cómo se llama tu maestro/a?

Amigo tonto

1

¿Cómo se llama él/ella?

Summary: Through role-play and the art project, students learn how to tell the name of another person, such as their teacher, and present that information to their classmates.

Supplies: Nonsense name cards (see step 2 from the second day below)

First Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time (1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.2)
 - Start with chalkboard activities.
 - Warm up with songs, chants, and poems.
 - Do the *¿Cómo se llama él/ella?* activity:
 1. Begin by illustrating the difference between *él* and *ella*. Point to a boy and say, “*él*.” Have students repeat. Point to a girl and say, “*ella*.” Have students repeat.
 2. Continue by pointing to different boys and girls in the class and asking students, “*¿Él or ella?*”
 3. Then point to a student and state, “*Él/Ella se llama _____*.” Have students repeat.
 4. Then point to a student and ask, “*¿Cómo se llama él/ella?*” Have students answer using the phrase, “*Él/Ella se llama _____*.”
3. Story Time (1.2, 3.1, 4.1)
4. Art Time (1.2, 1.3, 3.1, 4.1)
5. Good-bye (1.1)

Second Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time (1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.2)
 - Start with chalkboard activities.
 - Warm up with songs, chants, and poems.
 - Do the *¿Cómo se llama él/ella?* activity with these additions:
 1. Repeat steps 1–3.
 2. Before step 4, pass out cards that have nonsense names on them, such as: “*Dodo Fifi*,” “*Bulo Chulo*,” “*Pupa Pepa*,” etc.
 3. Then point to a student and ask, “*¿Cómo se llama él/ella?*”
 4. Now, when students answer, “*Él/Ella se llama _____*,” say, “*No, ella no se llama _____, ella se llama (insert nonsense name).*”
 5. Then point to another student and ask, “*¿Cómo se llama él/ella?*” When students answer, “*Él/Ella se llama _____*,” say, “*No, ella no se llama _____, ella se llama (insert nonsense name).*”
 6. Repeat with the other students.
3. Story Time (1.2, 3.1, 4.1)
4. Art Time (1.2, 1.3, 3.1, 4.1)
5. Good-bye (1.1)

Helpful Hints

On the second day, you can also start asking students, “*¿Cómo se llama tu maestro/a?*”

Art Project Procedure



¿Cómo se llama tu maestro/a?

Summary

Students create a portrait of their teacher and indicate his/her name, using the vocabulary “*Él/ella se llama _____.*”

Materials

Construction paper
Crayons

Procedure

First Day

1. Find out the names of several of your students' teachers. On the board write the question, “*¿Cómo se llama tu maestro/a?*” Then ask one of the students, “*¿Cómo se llama tu maestro/a?*” Help the student to answer, “*Él/ella se llama _____.*” Repeat with several students.
2. Show students a finished art project that has a picture of a teacher and is labeled with the question, “*¿Cómo se llama tu maestro/a?*”
3. Pass out paper and crayons. Have students draw a picture of their teacher and tell them they can refer to the chalkboard to write the question. Monitor students to make sure they are writing the question correctly.

Second Day

1. On the board, write the answer to the first day's question, “*Él/Ella se llama _____.*”
2. As you pass out the drawings, ask each student, “*¿Cómo se llama tu maestro/a?*” Have them answer with the correct phrase.
3. Monitor students to make sure they are writing the answer correctly.
4. When everyone is finished, have students present their drawings to the class. Have them show their drawing and ask them, “*¿Cómo se llama tu maestro/a?*” Have students answer with “*Él/Ella se llama _____.*”



Helpful Hints

If some students finish early, engage them in a Q&A about the names of the principal of the school, their friends, family members, etc.

Art Project Procedure



Amigo tonto

Summary

Students create a portrait of an imaginary friend and indicate his/her name, using the vocabulary “Él/ella se llama _____.”

Materials

Construction paper or other drawing paper
Crayons
Colored pencils

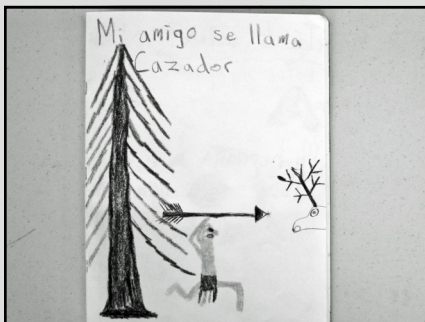
Procedure

First Day

1. Tell students, “*Tengo un amigo muy bueno, pero muy extraño.*” Show them a portrait you drew of that friend. Say, “*Mi amigo se llama Dodo Fifi (or whatever you name him).*” Then ask: “*Clase, ¿Cómo se llama él?*” When your students answer, reinforce gender agreement by repeating: “*Si, él se llama Dodo Fifi.*”
2. Review body parts and colors vocabulary as you describe your friend. For example, “*Mi amigo tiene tres ojos. ¿De qué color es el pelo? ¿Tiene cuernas? ¿Cuántos brazos tiene él?*”
3. Have students draw a portrait of their own strange and wonderful friend. Encourage them to be creative.
4. As students begin to work, go around asking questions about their *amigos*. When they are finished, have them label their page: “*Mi amigo se llama _____.*” If your students are capable, have them add another sentence of description, such as “*Ella es muy flaca.*”

Second Day

1. Have students present their drawings to the class. Have them use the vocabulary from the lesson to share the name of their *amigo* and any other information they wrote about him or her.



Helpful Hints

Let your students use their imaginations and be goofy. The more lighthearted this activity is, the more they will enjoy it. Use each *amigo* as an opportunity to ask questions that reinforce the communication objective; you can also take this opportunity to review past vocabulary and concepts in the context of the portraits.

Home Report: ¿Cómo se llama él/ella?

Date _____

Student _____

Lesson Overview

1

Communication Objective

Students tell the name of another person.

Performance Guidelines

- Students comprehend the question, “¿Cómo se llama él/ella?”
- Students comprehend the question, “¿Cómo se llama tu maestro/a?”
- Students answer the questions using the phrases, “Él se llama _____” and “Ella se llama _____.”
- Students distinguish the difference between feminine and masculine noun endings.

Circle Time



Vocabulary and Phrases

¿Cómo se llama él/ella?

Él/Ella se llama _____

¿Cómo se llama tu maestro/a?

mi maestro/a

mi amigo/a

la escuela

What's his/her name?

His/her name is _____

What is your teacher's name?

my teacher

my friend

school

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)

Buenos días (2)

Me llamo, me llamo (3)

El sol se llama Lorenzo (15)

Me volteo (23)

El tren de los días de la semana (27)

Canciones Culturales CD

Aplaudimos (3)

Tortillitas (4)

Los deditos (5)

Estos piecitos (7)

Story Time



Book Suggestions

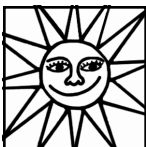
Spot va a la escuela, by Eric Hill

La escuela, by Samantha Berger and Pamela Chanko

Mi escuela, by Rebecca Emberley

Nombres de animals bebé, by Bobbie Kalman

Home Enrichment



Review your child's art project. Have your child use the vocabulary from the lesson to tell you the name of his or her teacher.

Fue

Lesson Overview

13

Communication Objective

Students use the verb *ir* to provide information about where someone has gone.

Performance Guidelines

- Students comprehend the question, “¿Dónde fue ____?”
- Students answer the question with “____ fue a ____.”

Circle Time



Vocabulary and Phrases

¿Dónde fue ____?

____ fue a ____.
la alfombra mágica

Where did ____ go?

____ went to ____.
magic carpet

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)

Te quiero (12)

Mama y papá (13)

Moscas en la leche (16)

Qué chungo (20)

Me volteo (23)

Canciones Culturales CD

Tortillitas (4)

Los deditos (5)

Estos piecitos (7)

La panaderita (11)

La granja (14)

Sana, sana (16)

Story Time



Book Suggestions

Abuelita fue al mercado: un libro en rima para contar por el mundo, by Stella Blackstone

Art Time



La alfombra mágica
Muñequitas de abuelita

Summary: Through lesson activities, the story, and the art project, students learn to talk about where their classmates have gone on their magic carpets.

Supplies: The book suggestion for this lesson, *Abuelita fue al mercado*

First Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2)
 - Start with chalkboard activities.
 - Warm up with songs, chants, and poems.
 - Review with games and activities from previous lessons.
 - Do the *Fue* activity:
 1. Write the word *fue* on the board. Say the word and have students repeat.
 2. Then command a student to go somewhere in the room, such as to a table. Say, “*Emilia, vete a la mesa.*”
 3. Then say, “*¿Dónde fue Emilia? Emilia fue a la mesa.*”
 4. Command another student to go somewhere else. For example, “*Juan, vete al baño.*”
 5. Then ask students, “*¿Dónde fue Juan?*” Reinforce their answers by saying, “*¡Sí, Juan fue al baño.*”
 6. Repeat with other locations.
3. Story Time (1.1, 1.2)
 - As you read the story, after each country the *abuelita* travels to, ask students, “*¿Dónde fue abuelita?*” Have them answer using the correct vocabulary.
4. Art Time (1.2, 3.1)
5. Good-bye (1.1)

Second Day

1. Greeting and Roll Call (1.1, 1.2, 4.1)
2. Circle Time (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2)
 - Start with chalkboard activities.
 - Warm up with songs, chants, and poems.
 - Review with games and activities from previous lessons.
 - Do the *Fue* activity.
3. Story Time (1.1, 1.2)
 - As you read the story, after each country that the *abuelita* travels to, ask students, “*¿Dónde fue abuelita?*” Have them answer using the correct vocabulary.
4. Art Time (1.1, 1.2, 3.1)
 - After Art Time, do the one of the Extension Activities (see page 119).
5. Good-bye (1.1)

Helpful Hints

Students love the vivid drawings in the book, *Abuelita fue al mercado*. The pictures offer many opportunities for reviewing colors, numbers, geography, weather, animals, etc.

Art Project Procedure



La alfombra mágica

Summary

Students make their own magic carpets in order to do the *Fue* Extension Activity (see page 119).

Materials

White construction paper or white letter paper

La familia photocopy, one paper doll for each student (see Reproducibles, page 221)

Crayons or markers

Scissors

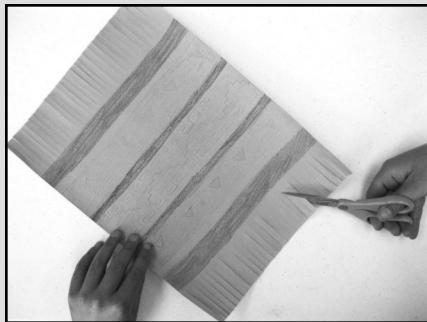
Procedure

First Day

1. Show students a model of the *alfombra mágica*. Tell them they are going to make their own *alfombra mágica*. Encourage them to be creative and make their *alfombra mágica* colorful with many different patterns, much like the *alfombra mágica* in the book, *Abuelita fue al mercado*.
2. Have students create their own *alfombra mágica*.
3. Write the word *fue* on the board. Have students copy the word on the back of their *alfombra mágica*.

Second Day

1. Tell students they are going to make a paper doll that represents themselves.
2. Have them color the paper doll and cut it out.
3. Allow students time to play with their *alfombra mágica* and their paper dolls.
4. Do the *Fue* Extension Activity #1 (see page 119).



Helpful Hints

Students will want to play with their magic carpets. Allow them time for this valuable imaginative play.

Art Project Procedure



Muñequitas de abuelita

Summary

Using various craft materials, students make a little grandmother doll to fly on their magic carpets.

Materials

Markers

Scissors

Glue

Various craft materials (pipe cleaners, clay, yarn, clothespins, craft sticks, feathers, sequins, et)

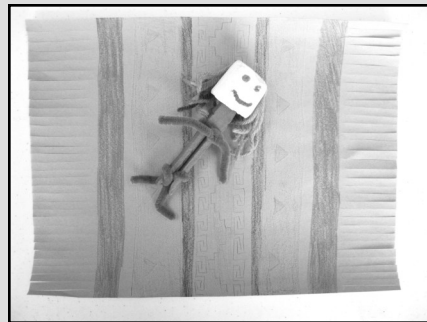
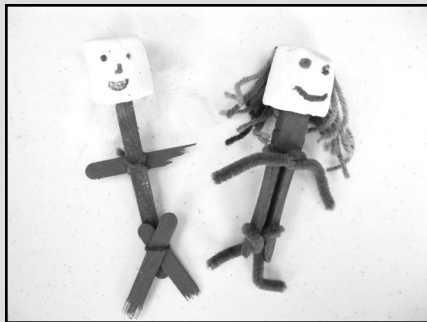
Procedure

First Day

1. Show students a model of a *muñequita de abuelita*. Tell them they are going to make their own *muñequita de abuelita*.
2. Display all the craft materials they may use and encourage them to work creatively, using any materials they want to make their doll.
3. As students are working, go around and ask each student questions about his or her *muñequita de abuelita*, such as “¿Tiene pelo? ¿De qué color es? ¿Está feliz? ¿Tiene brazos? etc.”
4. Leave the *muñequitas de abuelita* to dry for the second day.

Second Day

1. Use the *muñequitas de abuelita* to do the *Fue* Extension Activity #2 (see the next page).



Helpful Hints

Students love the open-ended creativity of this project. Feel free to bring something unusual for them to use to create the dolls. Even something like stale marshmallows can be a big hit.

Activity #1: *La alfombra mágica*

Supplies: Each student needs an *alfombra mágica* and a doll from the art project. You will also need a large map of the world or a globe.

1. Tell students they are going to travel to different countries on their *alfombra mágica* and talk about where they have traveled using the vocabulary from the lesson.
2. Tell them you are going to command them, one at a time, to travel to a certain country. They then have to fly to that country on their *alfombra mágica* and then have the doll land in the country.
3. Command a student to fly to a country. For example, “*Emilia, vete a China.*”
4. When Emilia’s paper doll lands in China, ask students, “*¿Dónde fue Emilia?*” Have students answer by saying, “*Emilia fue a China.*”
5. Repeat with a different student and a different country.
6. Do a circling activity with the vocabulary. For example, ask students, “*¿Emilia fue a México o fue a China?*” Reinforce students’ answers by responding, “*Sí, Emilia fue a China.*” Then ask, “*¿Emilia fue a México?*” Reinforce students’ answer by responding, “*No, Emilia no fue a México, Emilia fue a China.*”

Activity #2: *¿Dónde fue abuelita en el mundo?*

Supplies: *El mundo* photocopy, one for each student (see Reproducibles, page 223)

1. After reading the book, *Abuelita fue al mercado*, pass out the photocopies of the world map.
2. Ask students, “*¿Primero dónde fue Abuelita?*” Have students answer, “*Primero Abuelita fue a Turquía.*”
3. Have students find Turkey on their maps and draw a dot on Turkey. Have them write the number one by the dot.
4. Ask students, “*¿Luego dónde fue Abuelita?*” Have students answer, “*Luego Abuelita fue a Tailandia.*”
5. Have students find Thailand on their maps and draw a dot on Thailand. Have them write the number two by the dot. Then have them draw a line between Turkey and Thailand to indicate *Abuelita’s* journey.
6. Continue in this way until you have mapped out all ten destinations for *Abuelita*.
7. When you get to country number 10, ask students, “*¿Por último dónde fue Abuelita?*” Have students answer, “*Por último Abuelita fue a Perú.*”
8. Divide students in pairs and ask them to recite *Abuelita’s* journey to each other, using their maps as references.
9. Have each pair present *Abuelita’s* journey to the class.

Home Report: Fue

Date _____

Student _____

Lesson Overview

13

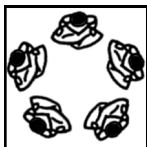
Communication Objective

Students use the verb *ir* to provide information about where someone has gone.

Performance Guidelines

- Students comprehend the question, “¿Dónde fue ____?”
- Students answer the question with “____ fue a ____.”

Circle Time



Vocabulary and Phrases

¿Dónde fue ____?

____ fue a ____.
la alfombra mágica

Where did ____ go?

____ went to ____.
magic carpet

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)
Te quiero (12)
Mama y papá (13)
Moscas en la leche (16)
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Canciones Culturales CD

Tortillitas (4)
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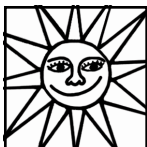
Story Time



Book Suggestions

Abuelita fue al mercado: un libro en rima para contar por el mundo, by Stella Blackstone

Home Enrichment



Have your child use the vocabulary from the lesson to tell you where the grandma from the story went on her magic carpet.