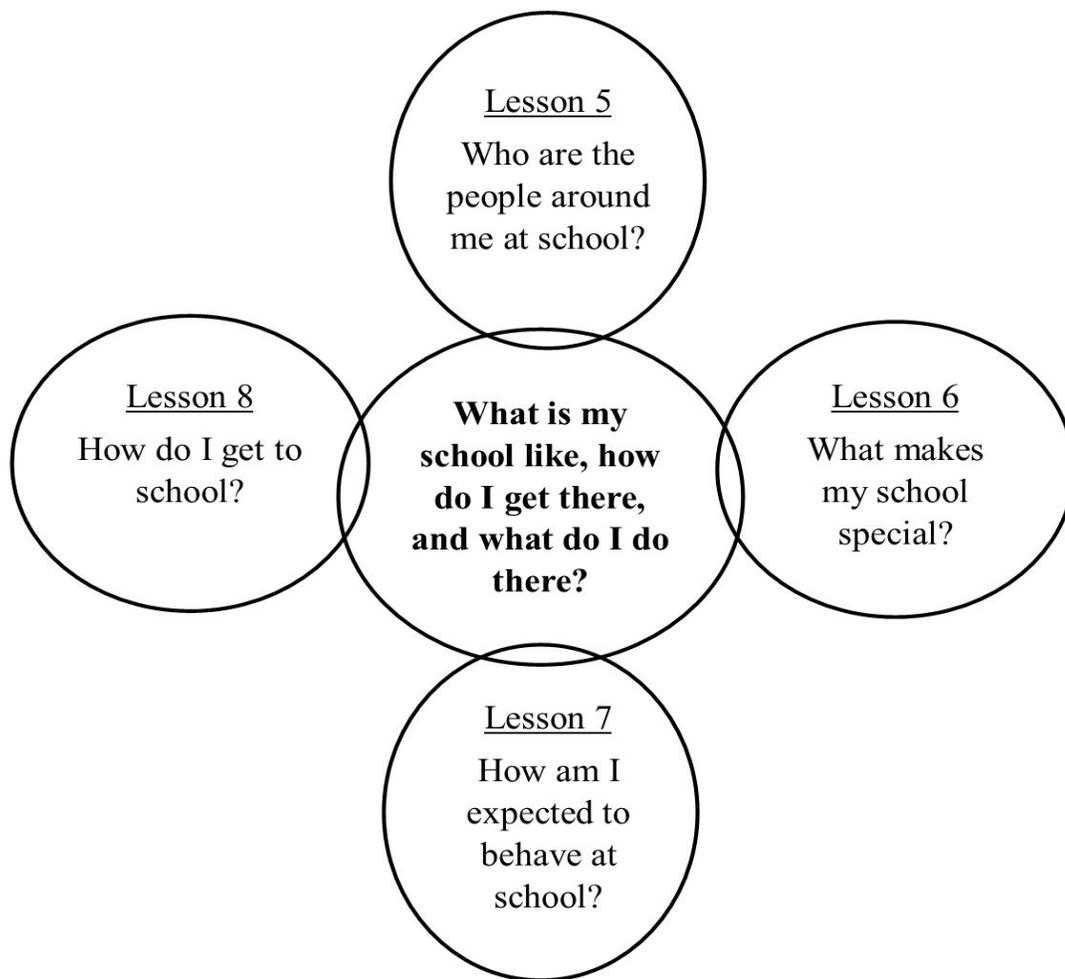


U2

My School

**Essential Question:** What is my school like, how do I get there, and what do I do there?



In this unit we explore the human experience of education. Schools come in all shapes and sizes and with diverse philosophical approaches. For many students, school is home or takes the form of apprenticeship. In most Spanish-speaking countries, school is rigorous and mandatory. With few exceptions, every child can relate to the theme and experience of school. By teaching a thematic unit about school, you are giving your students language skills to not only communicate about their experiences in school, but also to communicate with their teachers and peers in useful ways in the classroom. Use these guiding questions to help you make personal connections in the lessons:

- What makes my students' school experience similar to or different than school experiences in Spanish-speaking cultures?
- What knowledge or experiences do I have of education in Spanish-speaking cultures that I could share to give students a unique perspective of the target culture in relationship to this theme?
- What are the phrases that are most relevant and useful that I can teach students so they can communicate with me and their peers during Spanish class?

# ¿Cómo se llama él/ella?

## Lesson Overview

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### Learning Target

Students tell the name of another person and learn the subject pronouns *él* and *ella*.

### Performance Targets

- 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



**Lesson Activity:** ¿Cómo se llama él/ella?  
activity

### Vocabulary and Phrases

¿Cómo se llama él/ella?	What's his/her name?
Él/Ella se llama ____.	His/her name is ____.
¿Cómo se llama tu maestro/a?	What is your teacher's name?
mi maestro/a	my teacher
mi amigo/a	my friend
la escuela	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



### From the Storybook Set

*Spot va a la escuela*, by Eric Hill

### Other Book Suggestions

*La escuela*, by Samantha Berger and Pamela Chanko  
*Mi escuela*, by Rebecca Emberley  
*Nombres de animales bebé*, by Bobbie Kalman

## Art Time



¿Cómo se llama tu maestro/a?  
Amigo tonto

## 5

## ¿Cómo se llama él/ella?

**Summary:** Through a role-play in the lesson activity, the story, the art project, and the Portfolio Activity, students learn how to tell the name of another person, such as their teacher, and present that information to their classmates. In Partner Time, students interview each other to learn the names of family members.

**Supplies:** Nonsense name cards (see Resource CD Images)

**Resource CD Images:** Lesson 5: Lesson Activity; Art Project Model 1 and 2

### First Session

1. Greeting and Roll Call
2. Circle Time
  - Start with calendar activities.
  - Warm up with songs, chants, and poems.
  - Do the *¿Cómo se llama él/ella?* activity:
    1. Begin by explaining 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 o 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
4. Art Time
5. Goodbye

### Second Session

1. Greeting and Roll Call
2. Circle Time
  - Start with calendar activities.
  - Warm up with songs, chants, and poems.
  - Do the *¿Cómo se llama él/ella?* activity with these additions:
    1. Repeat steps 1–3 above.
    2. Before step 4, pass out cards that have nonsense names on them, such as: “*Dodo Fifi*,” “*Bulo Chulo*,” “*Pupa Pepa*,” etc. (see Resource CD Images)
    3. Have students hold the cards to their foreheads.
    4. Then point to a student and ask, “*¿Cómo se llama él/ella?*”
    5. Now, when students answer, “*Él/Ella se llama \_\_\_\_*,” say, “*No, ella no se llama \_\_\_\_, ella se llama (insert nonsense name)*.”
    6. 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)*.”
    7. Repeat with the other students.

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# ¿Cómo se llama él/ella?

3. Story Time
4. Art Time
5. Goodbye

### Third Session

1. Greeting and Roll Call
2. Circle Time (optional)
3. Story Time (optional)
4. Partner Time
5. Portfolio Activity

### Helpful Hint

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

**Supplies:** Level II Student Portfolio

**Resource CD Images:** Lesson 5: Partner Time 1 and 2

**Directions**

1. Have students open their portfolios to Partner Time #5 on page 18.
2. Have students read the directions for Part 1.
3. Display the images on the board.
4. Read the short biographies for Sonia Sotomayor and Diego Rivera (below). Then read the text that's included on each image.
5. After you've read the biographies, have students complete Part 1.
6. Have students complete Part 2 on their own.
7. Monitor and facilitate the Partner Time activity.
8. Assign Portfolio Activity #5 (page 19) in the Student Portfolio.

Diego Rivera

Diego Rivera was born in 1886 in Guanajuato, Mexico. He grew up in a well-to-do family and was able to attend the highly acclaimed art school, Academy of San Carlos, in Mexico City. As a young man, Diego spent a lot of time in Europe painting and studying art. When he returned to Mexico, he studied the native art of the Mayan and Aztec cultures, which influenced his work. Mr. Rivera became famous for painting murals—large pieces of artwork painted directly on walls or ceilings. He painted murals throughout Mexico, as well as in many cities in the United States, Europe, Russia, and Brazil. Diego Rivera is one of the most acclaimed muralists in the world.

Sonia Sotomayor

Sonia Sotomayor was the daughter of Puerto Rican parents who had immigrated to the United States. She grew up in the Bronx neighborhood of New York City during the 1950s and '60s. As a child, Sonia became interested in the law through reading Nancy Drew books. She attended Princeton University, earning a degree in History, then went on to attend law school at Yale University where she graduated in 1979. Ms. Sotomayor worked as a lawyer until 1992, when she became a federal judge through President George H. W. Bush's nomination. In 2009, Sonia Sotomayor became a justice to the Supreme Court of the United States through President Barack Obama's nomination.

## Art Project Procedure



# ¿Cómo se llama tu maestro/a?

### Summary

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

### Materials

Construction paper  
Crayons

### Procedure

#### First Session

1. On the board write the question, “*¿Cómo se llama tu maestro/a?*” Then ask a student, “*¿Cómo se llama tu maestro/a?*” Help the student answer, “*Él/ella se llama \_\_\_\_.*” Repeat with several students.
2. Show students a model of the art project (see Resource CD Images) 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 one of their teachers and tell them they can refer to the board to write the question. Monitor to make sure they are writing the question correctly.

#### Second Session

1. On the board, write the answer to the first session’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, “*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 Session

1. Tell students, “*Tengo un amigo muy bueno, pero muy extraño.*” Show students a model of a finished art project (see Resource CD Images). 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?*”
3. Have students draw a portrait of their own strange and wonderful friend. Encourage them to be creative.
4. As students work, engage them one-on-one and ask 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 Session

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

1. Let your students use their imaginations and be goofy. The more lighthearted this activity is, the more they will enjoy it.
2. Use each *amigo* as an opportunity to ask questions that reinforce the Learning Target and to review past vocabulary and concepts in the context of the portraits.