

Me gusta quien soy.

Lesson Overview

15

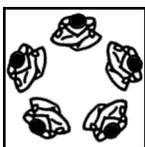
Communication Objective

Students use descriptive adjectives and the verb *ser* to describe themselves.

Language Outcomes

- Students comprehend the question, “¿Quién soy yo?”
- Students answer the question using the phrase, “Yo soy _____.”
- Students identify and use descriptive adjectives to complete the phrase, “Yo soy _____.”

Circle Time



Lesson Activity: ¿Quién soy yo? activity

Vocabulary and Phrases

¿Quién soy yo?	Who am I?
Yo soy _____.	I am _____.
estadounidense	U.S. citizen
mexicano/a	Mexican
afroamericano/a	African-American
niño/a	boy/girl
estudiante	student
rubio/a	blonde
moreno/a	brunette
alto/a	tall
bajo/a	short
guapo/a	handsome/pretty
inteligente	smart
gracioso/a	funny
atlético/a	athletic
Me gusta quien soy.	I like who I am.

Songs and Poems (Track #)

Sonrisas CD

Me llamo, me llamo (3)
Un elefante (7)
Mamá y papá (13)
Debajo de un botón (17)
Qué chungo (20)
Me volteo (23)

Canciones Culturales CD

Los deditos (5)
El huevo (6)
De colores (8)
El juego de cumpleaños (9)
La panaderita (11)
La granja (14)
Sana, sana (16)

Story Time



Book Suggestions

Algunas veces, by Keith Baker
De la cabeza a los pies, by Eric Carle

Art Time



Poema: Me gusta quien soy

Summary: Through the lesson activity, the story, the art project, and the Portfolio Activity, students describe themselves in a personal and global context. In Partner Time, they work together to interpret several readings that describe different people in order to find out who they are.

Supplies: One set of *Yo soy* cards (see Resource CD Images or Reproducibles, page 297) for review

Resource CD Images: Lesson 15: Lesson Activity (for review); Art Project Model

First Session

1. Greeting and Roll Call
2. Circle Time
 - Start with calendar activities.
 - Warm up with songs, chants, and poems.
 - Review *Yo soy* game from previous lesson.
 - Lead students through the *¿Quién soy yo?* activity:
 1. Explain to students how we can use adjectives along with the phrase *Yo soy* to describe our physical qualities and personalities, our nationality or cultural identities, and our occupations. Point out that in Spanish when we are describing a female, we use an *a* at the end of most adjectives, and when we are describing a male, we use an *o* at the end.
 2. Use yourself as an example. On the board write down who you are, beginning each phrase with “*Yo soy*.” Here is an example of what you might write:
 - *Yo soy estadounidense.*
 - *Yo soy latina.*
 - *Yo soy maestra.*
 - *Yo soy música.*
 - *Yo soy morena.*
 - *Yo soy baja.*
 - *Yo soy simpática.*
 3. Write the question “*¿Quién soy yo?*” on the board. Ask students to think about ways to answer the question to describe who they are. Brainstorm many examples on the board of words that students can use to describe themselves (see Vocabulary and Phrases for some ideas). Point out that because they are not adults yet, their “occupation” is *estudiante*.
 4. Give each student a piece of paper. Have students write the heading “*¿Quién soy yo?*” at the top of the paper. Then have students list at least five adjectives under the heading, each beginning with the phrase “*Yo soy*.”
 5. Collect all the papers. Choose one to read. Start by asking, “*Clase, ¿quién soy yo?*” and then read the student’s paper. Let students guess who is being described. Have them say “*Yo soy* ____.” Repeat with as many examples as you want.
3. Story Time
4. Art Time
5. Good-bye

Second Session

1. Greeting and Roll Call
2. Circle Time
 - Start with calendar activities.
 - Warm up with songs, chants, and poems.
 - Review with games and activities from previous lessons.
 - Review *¿Quién soy yo?* activity and finish it if necessary.
3. Story Time
4. Art Time
5. Good-bye

Third Session

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

Helpful Hints

1. Keep the emphasis on positive or neutral personal and physical attributes (avoid attributes such as overweight, ugly, clumsy, lazy, slow, etc.), and celebrate cultural differences from a global perspective.
2. Be aware that students will use Portfolio Activity #15 in the *Yo también* activity in Lesson #33, *Comparaciones con “Yo también.”*

Standards Correlation

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

Supplies: Level II Student Portfolio

Resource CD Images: Lesson 15: Partner Time

Directions

1. Display the image on the board.
2. Have students open their portfolios to Partner Time #15 on page 54 and read the directions.
3. Review the instructions for the guessing game to ensure that everyone understands how to play. Model how to play the game with a student. (The descriptions from the activity are listed below.)
4. Monitor and facilitate the Partner Time activity.
5. Assign Portfolio Activity #15 (page 55) in the Student Portfolio.

Note: You know your students best. Review the vocabulary list included in the Portfolio Activity. Augment the list to include appropriate adjectives for your students.

- *Yo soy afroamericano. Soy alto. Soy delgado. Soy político.*
¿Quién soy?
- *Yo soy Latina. Soy morena. Soy guapa. Soy música.*
¿Quién soy?
- *Yo soy mexicano-americano. Soy gracioso. Soy cómico.*
¿Quién soy?
- *Yo soy argentino. Soy fuerte. Soy jugador de fútbol.*
¿Quién soy?



Poema: Me gusta quien soy

Summary

Students create a poem entitled, “*Me gusta quien soy.*”

Materials

Drawing paper
Crayons or colored pencils

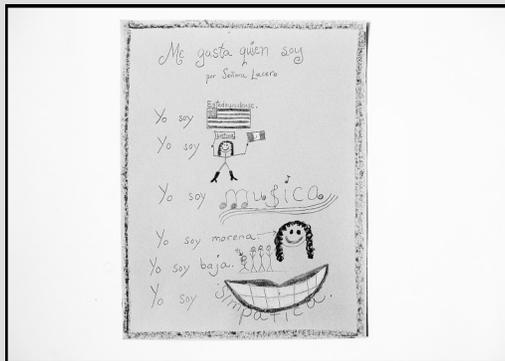
Procedure

First Session

1. Tell students they are going to write a poem entitled, “*Me gusta quien soy.*”
2. Show students a model of a poem (see Resource CD Images). Point out how different pictures and styles can depict the meaning of words.
3. Pass out materials, as well as the papers they wrote for the *¿Quién soy yo?* activity.
4. Have each student begin by writing the title and author at the top of the page: *Me gusta quien soy, por* (student’s name).
5. Have students create poems that describe who they are both in pictures and words. Tell them they can use what they wrote on their papers from the *¿Quién soy yo?* activity as a guide, but they can add to it or change it if they wish.
6. As students are working, use this time to monitor and engage students one-on-one. Have students read their poems to you.

Second Session

1. Give students time to finish their poems as you continue to engage students one-on-one.
2. Invite students to present their poems to classmates as they finish.



Helpful Hints

In this project, it’s important to write a poem about yourself that conveys the unique person that you are. Try to think of diverse qualities that paint a picture for your students. The more you put into yours, the more they will put into theirs.