

## **Lesson Plan**

**Lesson:** Basic Personal Information

**Length:** 50 minutes

**Age or Grade Level Intended:** Spanish 1 Students

**Academic Standard(s):**

MAK 1.2- recognize and state personal information.

**Performance Objective(s):**

When asked questions about their name, age, and phone number, the Spanish 1 students will respond aloud with 75% sentence structure and grammar accuracy.

**Assessment:**

Students will perform an interview with a partner in front of the class. Each student will both ask and answer questions regarding their basic personal information. Students will be evaluated with a rubric containing criteria for each piece of information: asking name, age, phone number, responding to questions regarding name, age, and phone number (see attachment 1).

**Advance Preparation by Teacher:**

1. Make rubric for orals (see attachment 1)
2. Make rubric for Short Story-Enrichment (see attachment 2)
3. Create lecture notes (see attachment 3)
4. Create Notes for LD student (see attachment 4)
5. Create Notes Worksheet for ADHD student (see attachment 5)
6. Make worksheet with directions for the Gifted student with directions for creating a short story (see attachment 6)
7. Give worksheets to the 3 students prior to the start of class.

## **Procedure:**

### **Introduction/Motivation:**

Imagine that you are abducted by friendly aliens and taken to another planet. Now you are in a place where you cannot understand what the aliens are saying to you, and you cannot communicate with them either. Now, imagine that these friendly aliens are your family and the distant planet is a foreign country such as Spain or Argentina. How do you start to make a life in a world where the national language is not that of your own language? How many of you know how to give out personal information such as your name and age? Today we will be learning and practicing doing just that.

### **Step-by-Step Plan:**

1. Teach the verbs needed to form the sentences (see attachment 3) (Gardner: Verbal/ Linguistic)
2. Teach how to ask questions regarding age and names (see attachment 3) (Gardner: Verbal/ Linguistic)  
\* Note: teaching of phone numbers has already been covered, and students have mastered the necessary numbers needed for phone numbers. Students also have access to previous notes and dictionaries if additional words are needed.
3. Time will be given for students to pick a partner and to practice using the information just learned before presenting in front of the class. About 10 minutes should be given. (Gardner: Interpersonal)
4. Each student will be individually assessed in 6 areas using the attached rubric (attachment 1). Each student needs to have their own rubric to be

graded. (Gardner: Verbal/ Linguistic, Gardner: Interpersonal)

5. Grades will be recorded and self-reflection will be done regarding the lesson itself and the student's learning.

**Closure:**

It looks like you all have a good grasp on stating basic personal information. At least if you end up in a Spanish speaking country in the near future everyone will know your name and phone number!

**Adaptations/Enrichment:**

**Adaptations:**

Student with the LD in Reading comprehension will receive a lecture note sheet including extra examples. (see attachment 4)

Student with ADHD will also be given a notes sheet will fill in the blanks to help him focus on the information at hand and to draw him back to the main points (see attachment 5).

**Enrichments:**

Gifted student will write a short story about a child telling the audience her personal information not limited to age, name, and phone number. Address can be included as well as parents and siblings names and ages, as well as their occupations (see attachment 6).

**Self-Reflection:**

1. What went well?
2. What did not go so well? Why?
3. What can be changed?

4. Did I need additional materials/resources?
5. Was I well prepared?
6. Were the student engaged through the entire lesson?  
Where did they get lost?
7. What did they learn and understand well?
8. What needs more clarification?
9. What did they not understand? How can I change the plan  
to avoid these misunderstandings?
10. How did students perform when assessed? Was this  
degree of achievement expected/unexpected?

**Manchester College**  
*Basic Personal Information Oral*



Name: \_\_\_\_\_

Teacher: Nicole Glassburn

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Name</b>	does not state name correctly and does not use proper sentence structure	states name correctly without using proper sentence structure	states name correctly using proper sentence structure	<b>X</b>	—
<b>Age</b>	does not state age correctly and does not use proper sentence structure	states age correctly without using proper sentence structure	states age correctly using proper sentence structure	<b>X</b>	—
<b>Phone number</b>	does not state phone number correctly and does not use proper sentence structure	states phone number correctly without using proper sentence structure	states phone number correctly using proper sentence structure	<b>X</b>	—
<b>asking questions</b>	asks 0 of the 3 questions correctly using the correct sentence structure and formation	asks 1 of the 3 questions correctly using the correct sentence structure and formation	asks 2 of the 3 questions correctly using the correct sentence structure and formation	asks all 3 questions correctly using the correct sentence structure and formation	—
					—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

## Basic Personal Information Short Story

We are learning about basic personal information such as names, ages, and phones numbers. Your task is to create a short story from a child's point of view on her family and friends personal information, not limited to the afore mentioned. Information may include those as occupations, personal characteristics, physical characteristics, and anything else you feel inclined to include. You **MUST INCLUDE AT THE VERY LEAST**: naming 4 people including the narrator, stating the ages of 4 people including the narrator, and you must state at least four other characteristics of two different people such as the parents, friends, or siblings. Included is a rubric to clarify requirements.

### *Basic Personal Information Oral*

	<b>Criteria</b>				<b>Points</b>
	1	2	3	4	
<b>Name</b>	correctly names 1 or less characters	correctly names at least 2	correctly names at least 3 characters	correctly names all at least four characters	—
<b>Age</b>	correctly states ages of 1 or less characters	correctly states ages of at least 2 characters	correctly states ages of at least 3 characters	correctly states ages of at least 4 or more characters	—
<b>Phone number/ other characteristics of 2 people</b>	1 does not state phone number correctly and does not use proper sentence structure	2 states phone number correctly using proper sentence structure	1 includes some other characteristics of other characters	2 includes the required amount of characteristics of others( 4 characteristics of two different people)	—
<b>story composition</b>	<b>X</b>	the story flows poorly and has multiple spelling and grammar mistakes.	the story flows adequately and has some spelling and grammar mistakes	the story flows well and has little spelling and grammar mistakes	—
<b>story requirements</b>	story contains little element of required material 1/4 categories or less	story contains some elements of required material 2/4 categories	story contains most elements of required material 3/4 categories	completely contains every required piece 4/4 categories	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

## Stating Your Name

In Spanish, we use the verb “llamarse-to call oneself” to say our name. the verb reflects the pronoun because it literally translates to “I call myself... and you call yourself...”

<u>Llamarse-to call oneself</u>		
Yo	me llamo	nosotros nos llamamos
Tú	te llamas	x
Él	se llama	ellos se llaman

Me llamo \_\_\_\_\_. My name is \_\_\_\_\_.

Me llamo Nicole. My name is Nicole.

El hombre que baila como una máquina, se llama el Sr. Roboto.

The man that dances like a machine, his name is Mr. Roboto.

Mis padres se llaman Melody y Ken.

## Asking Someone Their Name

¿Cómo te llamas? What is your name-

¿cómo se llama? What is your (formal), his, her, name?

## Stating Age

In Spanish, we use the verb “tener-to have” to state age. The literal translation means “to have \_\_\_\_\_ years.”

<u>Tener-to have</u>		
Yo	tengo	nosotros tenemos
Tú	tienes	x
Él	tiene	ellos tienen

Yo tengo veinte años.  
I am 20 years old.

Tú tienes quince años.  
You are 15 years old.

Mr. Roboto is 90 years old.  
El Sr. Roboto tiene noventa años.

You all are 39 years old.  
Uds. Tienen treinta y nueve años

The ship is 150 years old.  
El barco tiene ciento cincuenta años.

The baby is one.  
El bebe tiene un año.

## To Ask Someone's Age

¿ Cuántos años tienes?    How old are yo?

¿Cuántos años tiene el Sr. Roboto?    How old is Mr. Roboto?

How old are we? We are very old.

How old are your parents?

How old is your dog/ cat/ cow?



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The man that dances like a machine, his name is Mr. Roboto.

Mis padres se llaman Melody y Ken.

## Asking Someone Their Name

¿Cómo te llamas? What is your name-

¿cómo se llama? What is your (formal), his, her, name?

¿cómo se llama uds? What are all of your names

¿cómo nos llamamos? What is our name? ( as a group)

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The baby is one.  
El bebe tiene un año.

## To Ask Someone's Age

¿Cuántos años tienes? How old are you?

¿Cuántos años tiene el Sr. Roboto? How old is Mr. Roboto?

¿Cuántos años tenemos? Tenemos muchos años. How old are we? We are very old.

¿Cuántos años tienen tus padres? How old are your parents?

¿Cuántos años tiene su perro/gato/vaca? How old is your dog/ cat/ cow?

## Stating Your Name

In Spanish, we use the verb “\_\_\_\_\_” to say our name. The verb reflects the pronoun because it literally translates to “I call myself... and you call yourself...”

<u>Llamarse-to call oneself</u>	
Yo _____	nosotros _____
Tú _____	x
Él _____	ellos _____

Me llamo\_\_\_\_\_. My name is \_\_\_\_\_.

Me llamo Nicole. My name is Nicole.

El hombre que baila como una máquina, \_\_\_\_\_.  
\_\_\_\_\_, his name is Mr. Robot.

Mis padres se llaman Melody y Ken.  
\_\_\_\_\_.

## Asking Someone Their Name

¿\_\_\_\_\_? What is your name-

¿\_\_\_\_\_? What is your (formal), his, her, name?

¿\_\_\_\_\_? What are all of your names?

¿\_\_\_\_\_? What is our name? (as a group)?

## Stating Age

In Spanish, we use the verb “\_\_\_\_\_” to state age. The literal translation means “to have \_\_\_\_\_ years.”

<u>Tener-to have</u>	
Yo _____	nosotros _____
Tú _____	x
Él _____	ellos _____

\_\_\_\_\_

I am 20 years old.

\_\_\_\_\_

You are 15 years old.

\_\_\_\_\_

Mr. Roboto is 90 years old.

\_\_\_\_\_

You all are 39 years old.

\_\_\_\_\_

The ship is 150 years old.

\_\_\_\_\_

The baby is one.

## To Ask Someone's Age

¿\_\_\_\_\_? How old are you?

¿\_\_\_\_\_? How old is Mr. Roboto?

¿\_\_\_\_\_? \_\_\_\_\_ How old are we? We are very old.