Who Are You?
1st Grade
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Introduction:
The lesson incorporates the Mexican-American cultural background and implements the visual, auditory, kinesthetic and tactile leaning modalities.

Standards:
1. Reading: Derive meaning from a written selection using reading/decoding strategies.
2. Writing: Use standard, age appropriate grammar and word usage. Write legibly.
3. Listening and Speaking: Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

Behavior Objectives:
The main objective of this lesson is to inculcate in students to an appreciation for the Mexican-American culture by awakening their interest on the cultures customs and language. The objective will be met by setting up a language arts activity in which the students will use costumes to acknowledge the life of Mexicans in the past. The students will dress as a Mexican character in order to encourage them to participate in the oral activity.

The students will be able to:
1. Effectively listen and speak a second language (Spanish)
2. Orally identify pictures clues with 90% accuracy.
3. The students will read and match sentences to correct pictures with 80% accuracy.
4. The students read and graphically complete sentences with 80% accuracy.
5. The students read and illustrate the sentences with 100% accuracy.

Anticipatory Set:
1. The instructor begins by talking about a previous lesson from which the students learned about the Mexico’s national festivities and how people use costumes to remember their ancestors’ customs.
2. During the previous lesson the instructor asked the Mexican-American students to bring a cultural object from home.
3. The instructor continues by saying: Today you are going to learn more about the Mexican-American culture. You are going to learn to speak Spanish. You are going to use a custom and you are going to become a Mexican kid.
5. Jocelyn: Tu vas a ser Rosita.
6. During this part of the lesson, it is important for the teacher to set the right mood. Decorating the classroom with the unit theme and incorporating Mexican music in the background can develop the mood.

Teacher Input:
The instructor asks the students to look at him/her to make sure the students are ready to learn. The instructor begins the lesson by introducing his/herself in Spanish. The instructor says Mi nombre es ____. (My name is ______.) The instructor introduces the cultural objects by saying: Este es mi sombrero. (This is my hat.) Mi sombrero es rojo. (My hat is red.) A mi me gusta el pan dulce. (I like sweet bread.) Mi vestido es ______. (My dress is ____.) The instructor distributes the levels with the character’s name. Each student is assigned a Hispanic name. The instructor explains that he/she is going to past the cultural objects and that they are going to say their name and what they have in their hands. When they are done talking they must past the object to a classmate and ask him/her their name. The instructor uses Total Physical Response and realia to introduce the vocabulary to model the expected behavior during the lesson.

Modeling the Behavior:
Each student is encouraged to ask a classmate what is his/her name in Spanish as the student passes the cultural object to the classmate. The student receiving the object must answer the question and describe the object as he/she repeats the procedure.
Student 1: “Mi nombre es Jose. Mi sombrero es rojo. ¿Cual es tu nombre?”
Student 2: “Mi nombre es Carina. Mi vestido es blanco. ¿Cual es tu nombre?”
Student 3: “Mi nombre es Carlos. Mi sombrero es rojo. ¿Cual es tu nombre?”

Check for Comprehension:
To check for comprehension the instructors ask the students questions such as: ¿Cual es tu nombre? (What is your name?) ¿De que color es tu sombrero? (What color is your hat?)

Guided Practice:
During guided practice the group will read the mini book. The instructor will guide the students through choral reading several times.

Independent Practices:
1. The students read and match the sentences to the correct picture.
2. The students read and complete the sentences.
3. The students read and illustrate the sentences.

Closure:
During the closure statement the instructor may provide a summary about how each objective was met during the lesson. The instructor might say, today you learned more about the Mexican-American culture and you also learned some vocabulary that will help you communicate with Spanish speaker.

Assessment:
Resources and Materials:
Teacher made mini-book
Teacher made matching work page
Teacher made fill in the blank work pages
Teacher made illustration book
Mexican objects (Sombrero, pan dulce, vestimentas)
**Modifications for Students with Disabilities:**
The teaching strategies will include talking at a slower pace, repetition, and constant review of the material/vocabulary. The lesson will also emphasize seeing, hearing, speaking and writing. The students with learning disabilities are going to be able to make direct connection between written and spoken context with the use of illustration, TPR and realia. In order to help students accomplish the lesson successfully; the students might be paired with higher ability students. The instructor might also tape record the mini book in order for the students to listen to the recording as many times as needed. The lesson does not include major physical movement so students with physical impairments should not have significant difficulty participating in this lesson. The lesson also includes dramatization. This will help set a humorous and less hostile environment in order for all students to participate. If this approach does not work the instructor might implement puppets instead of assigning a character name.