

Lesson Plan

Prior Knowledge

- Nothing!

Concepts to be taught

- ¿Como te llamas?
- Me llamo
- Mi nombre es
- ¿Cómo se llama usted?
- The difference between *tú* and *usted*
- Encantado/encantada
- Mucho gusto

Objective: Students will use the verb *llamar* with names in order to ask and state their name.

Materials

- Drill
- Powerpoint
- Vocabulary

Drill: Students have to categorize names as male or female. I specifically chose names students would be unfamiliar with to incite discussion, and I tell students at the beginning that I do not expect them to get all the names right. I also highlight *muchacho* in blue and *muchacha* in pink to let students know what the words mean without outright telling them in English. Allow 3-4 minutes for students to complete this activity and then review.

- I pass these half-sheets out to students as they walk in the door. This could be posted on the board or projected to the screen, whatever fits with the classroom's procedures.

The Lesson

- I start this lesson with whole class repetition and I have the class repeat the question “¿cómo se llama usted?” many times. I do not show them the words so that they can focus on how the words are pronounced. I do not tell them what this question means in English – eventually they will figure it out. I also have them repeat the answer “Me llamo Señorita Hall” (insert your own name). I point out students whose names I know and I have the class repeat “Me llamo José” and “Me llamo María” as I point them out. I go around the room and start asking individual students “¿cómo se llama usted?” and I get many blank stares. At first no one knows what is going on. Eventually a student will figure out what I am saying and will answer my question with his or her own name (and not just repeat the question back to me or stare at me blankly). Once everyone knows what is going on, I go around and ask individual students “¿cómo se llama usted?” and I

have the whole class repeat the question and then repeat that student's answer. Students should repeat this question and answer close to 50 times before the class period is over.

- Then I finally show the words. Project the powerpoint to the screen. Go through the first slide and show students how “llamas” and “llamo” are spelled and have students repeat the words a few more times. Explain that “mi nombre es” is another way of saying “me llamo” and is interchangeable. Have students repeat this new phrase and call on some students to use one phrase or the other. Explain that *usted* is used with people you don't know well (like on the first day of school) and adults (like your teacher).
- Explain that there is another question students should use with peers and have the class repeat “¿cómo te llamas?”. Have students repeat the answers “me llamo” and “mi nombre es” and then have students turn to a partner and ask each other their names. Allow 30 seconds to a minute for students to practice this new question with classmates around them.
- Go to the second slide on the powerpoint and show the question “¿cómo te llamas?” and show the two possible answers and explain that *tú* is used with peers and family members.
- If time allows, go around one more time and ask students their names and shake their hand each time saying either “mucho gusto” or “encantado/a”. After several students, ask the class what those phrases might mean. Show the very last slide. Once again, have students turn to classmates around them and practice with the new “nice to meet you” phrases.
- Pass out the vocabulary page. Have students copy the questions and answers into the text boxes.

