

Spanish

Grade 2

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Superintendent of Schools:

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Born on **Date October 2014**

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Course Description:

Second Grade Spanish builds upon the vocabulary learned in first grade with more emphasis on speaking. Students will understand that Spanish comes from Spain and they will be able to connect Spanish to English through cognates. Students will be able to pronounce Spanish words by learning the alphabet. They will then alphabetize words and use a bilingual dictionary. Students will listen to bilingual stories such as Mafiana Iguana and then work in groups to create their own bilingual books. This project will mirror the writing process that they are learning in their classrooms. Students will create flashcards for the thematic units: salutations, days of the week, body and clothing. Students will participate in cultural activities from Mexico to better appreciate and respect diversity.

Course Sequence:

Unit 1: Greetings and Farewells, respect for other cultures: 6 weeks

Unit 2: Alphabet, Culture – Day of the Dead, Mexico: 6 weeks

Unit 3: Days of the week, bilingual dictionaries, bilingual books, December Holidays: 11 weeks

Unit 4: Parts of the Body: 6 weeks

Unit 5: Clothing, Cinco de Mayo: 9 weeks

Pre-requisite:

1st Grade Spanish

Unit 1 - Overview

Content Area: Spanish

Unit Title: Greetings and Farewells, respect for other cultures

Grade Level: Grade 2 Spanish

Unit Summary:

Students will be able to say hello, good morning, good afternoon, good night, goodbye, see you later, nice to meet you, teacher and friend in Spanish. They will use their "Spanish" name, and be able to ask and answer "*Como te llamas?*" "*me llama*" and "*Como estas?*" They will learn that Spanish is a language that comes from Spain and is spoken in 20 countries throughout the world. They will brainstorm words they remember from last year and learn what a cognate is. They will review numbers 1-20, colors and polite words. Students will understand why it is important to learn a foreign language and respect other cultures (this ties in to MP Week of Respect and Hispanic Heritage month- Sept 15-Oct 15) They will brainstorm what influences the Hispanic culture has brought to the U.S.

Unit 1 - Standards

Standards (Content and Technology):

CPI#:	Statement:
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NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

21st century themes and skills (standard 9.1 or 9.2)

9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
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Career Ready Practices (CRP)

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence

Educational Technology Standards

8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

Interdisciplinary Connection (Standard)

6.1.4.B.1	Social Studies: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

Unit Essential Question(s):

- Why do you think it is important to learn another language?
- How can we show respect to others who speak a different language and come from a different culture?

Unit Enduring Understandings:

- The Spanish language originates from Spain.
- Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish.
- Target vocabulary-that will be used all throughout the

- What is a cognate and how is it very helpful when learning a new language?

year: ex. "Buenos dias Senora" "Como estas?-Estoy muy bien etc"

Unit Learning Targets/Objectives:

Students will...

- Talk about the importance of learning another language and connect their prior language to any Spanish they might already know or learned from last year.
- Introduce themselves using "Me llamo" and their Spanish name.
- Recognize and pronounce greeting words in Spanish to use in a conversation.
- Express their feelings using Spanish vocabulary.
- Define and identify cognates in Spanish and English.
- Brainstorm Hispanic influences on the United States with respect to food, music, sports, words borrowed from Spanish.
- Review numbers to 20 and colors.
- Locate Spain and 20 Spanish speaking countries on a map.

Evidence of Learning

Formative Assessments:

- Thumbs up/down
- Flash Cards
- Discussions and questioning
- Observation of oral discourse/dialogues
- Worksheets-cognates, greetings
- Pronunciation of target vocabulary
- Student participation

Summative/Benchmark Assessment(s):

- Listening Activities
- Dialogues with teacher then partners
- Class discussions – think, pair, share
- Teacher observations

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking

- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher’s helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is your name?	Given Spanish name{ same as last year) how to pronounce, answer "Como te llamas" "Me llamo" brainstorm Spanish words we remember from last year or may have learned over the summer.	1 Class Period
Greetings and Feelings	"Buenos dias, Buenas tardes, Buenas noches, mucho gusto, hasta luego, por favor, gracias, de nada" maestro/a and amigo/a-review why it is "o" verses "a" masculine and feminine. Make flash cards and work with partner. <i>Como estas? Estey muy bien, asf-asf, mal</i>	2 Class Periods
Hispanic Heritage	Spanish comes from Spain, show on map plus all countries that speak Spanish; brainstorm influences of Hispanic culture on U.S, How we can show respect to people of other cultures; what is a cognate; think, pair, share cognates	1 Class Period
Numbers and Colors	Review Spanish numbers to 20, pronounce and review colors, color by numbers in Spanish	1 Class Period
Cual es tu color favorito?	Where are the cognates to help you understand this sentence? Survey each other, using Spanish sentence, then graph results.	1 Class Period

Teacher Notes:

Additional Resources:

- Map of Spain and 19 countries
- “Sing and Learn Spanish CD”
- worksheets from Teach them Spanish-Grade 2
- w w w .abct each.com
- w w w.spanish4t eachers.o rg
- www.abcteach.com,

- [www .spanish4t eachers.org](http://www.spanish4teachers.org)
- www.enchantedlearning.com
- [www.languagesresourc es.co.uk](http://www.languagesresources.co.uk)
- www.sg_anishkidstuff.com

Unit 2 - Overview

Content Area: Spanish

Unit Title: Alphabet, Culture – Day of the Dead - Mexico

Grade Level: Grade 2 Spanish

Unit Summary:

Students will be able to recognize and pronounce letters of the Spanish alphabet, create a class alphabet book, count to 30 in Spanish, and they will celebrate Day of the Dead by making zempasuchitl (marigolds), hearing a story and building an altar.

Unit 2 - Standards

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st century themes and skills (standard 9.1 or 9.2)

9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
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Career Ready Practices (CRP)

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence

Educational Technology Standards

8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media

Interdisciplinary Connection (Standard)

1.3.2.B.6	Arts: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

Unit Essential Question(s):

- What are the similarities and differences between the

Unit Enduring Understandings:

- Spanish alphabet has 30 letters with sounds

<p>Spanish and English alphabets?</p> <ul style="list-style-type: none"> • Why do you think the Mexican people consider Dia de Los Muertos a happy holiday, even when it centers around death? 	<p>similar and different to English. Ex. “E” makes the long “A” and “I” makes the long “E” sounds.</p> <ul style="list-style-type: none"> • Spanish number 1-30 • The holiday of Dia de Los Muertos dates back to the Aztecs to honor people who have passed on; specific decorations are used to make altars in order to bring back their loved ones, such as: favorite foods, candles, marigolds, pictures. This is a happy holiday.
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Unit Learning Targets/Objectives:

Students will...

- Recite, recognize and pronounce the letters of the Spanish alphabet.
- Identify the number patterns to count to 30 in Spanish.
- Create an alphabet book in Spanish.
- Sing the “Alphabet song” in Spanish.
- Participate in the Mexican holiday of The Day of the Dead such by making the marigolds and creating an “altar”

Evidence of Learning

Formative Assessments:

- Discussions and questioning
- Worksheets-math in Spanish
- Pronunciation of target vocabulary
- Student participation
- Songs
- “Si or No”

Summative/Benchmark Assessment(s):

- Listening Quiz

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board
- Gold tissue paper
- “Altar” kit
- Pipe Cleaners

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking

- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Dia de Los Muertos	Hear the story about this holiday and a brief power point, class discussion, create altar on the board with cut out kit, create a mini Day of the Dead book or make marigolds.	1 Class Period
Alfabeto	Listen to <u>F is for Fiesta</u> , sing alphabet song, look at Spanish alphabet on board and find differences and similarities, pronounce letters, create alphabet book	3 Class Periods
Numbers	Review numbers 1-20, use "veinti" pattern to count to 29, then treinta, "Cuenta" song, math worksheets in Spanish (<u>tiered_a_ll_le_v_e_ls</u>)	1 Class Period and ongoing
Concept review	Alphabet flashcards "Si or No" game: does it begin with the same word in English, Freeze dance on a Spanish letter, "Around the world" game with numbers, listening quiz-write the letter or number teacher says in Spanish.	1 Class Period

Teacher Notes:**Additional Resources:**

- Dia de Los Muertos and F is for Fiesta
- Map of Mexico
- Worksheets from Teach them Spanish – Grade 2
- Mexican Holidays
- Spanish websites

Unit 3 - Overview**Content Area: Spanish****Unit Title:** Days of the Week, Bilingual Dictionaries, Bilingual Books, December Holidays**Grade Level:** Grade 2 Spanish

Unit Summary:

Students will be able to identify days of the week in Spanish and use to answer questions like “What is today? Tomorrow? Favorite day?” Students will use alphabet skills in Spanish to put in ABC order to then use bilingual dictionaries; students will work on group project to create own bilingual book modeled from Marlana Iguana; students will sing *Jingle Bells* in Spanish and compare and contrast Three Kings Day to Christmas.

Unit 3 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)**

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

21st century themes and skills (standard 9.1 or 9.2)

9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
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Career Ready Practices (CRP)

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence

Educational Technology Standards

8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media

Interdisciplinary Connection (Standard)

1.3.2.B.6	Arts: Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2.D.1	Arts: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

Unit Essential Question(s):

- When translated back to English, why doesn't "Cascabeles" have the same words as "Jingle Bells?"
- What are the similarities and differences between how Hispanic children celebrate the holidays during the Christmas season?
- What do you need to do to look up the word "chaqueta" in the bilingual dictionary?
- What book is Marlana Iguana like?

Unit Enduring Understandings:

- Three Kings Day is when children in Spanish speaking countries get their gifts.
- When translating our holiday songs into Spanish, they lose their rhythm and sometimes need different words all together to "fit".
- ABC order in Spanish must include the extra 4 letters.
- Days of the week in Spanish-not capitalized, start on Monday
- Working in a group

Unit Learning Targets/Objectives:

Students will...

- Recite, recognize and pronounce days of the week in Spanish.
- Answer "Que dia es hoy/marlana?" and "Cual es tu dia favorite?" using target vocabulary.
- Sing "Cascabeles" (Jingle Bells) in Spanish, and compare why it is different in Spanish.
- Participate in Three Kings Day by making crowns.
- Put Spanish words in ABC order.
- Use bilingual dictionaries to look up words in Spanish to English and English to Spanish.
- Create a bilingual book to incorporate days of the week, bilingual dictionary skills, and group dynamics.

Evidence of Learning

Formative Assessments:

- Discussions and questioning
- Worksheets-ABC order, days of the week, word search
- Student participation
- Songs
- Day of the Week Flashcards
- Dictionary scavenger hunt races
- Teacher Conferences

Summative/Benchmark Assessment(s):

- Bilingual book project
- Presentation of story

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities

- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Jingle Bells	Hear song on Cd, look at written song on ELMO, find the Spanish letter in the song, and translate it, why? Guess other songs sung in Spanish.	1 Class Period
Dia de Los Reyes Magos	Listen to story Celebrate Christmas and Three Kings Day, compare and contrast holidays, make crowns	1 Class Period
Bilingual Dictionaries	Review letters of the alphabet, model how to use dictionaries English to Spanish, Spanish to English, scavenger hunt with partner	1 Class Period
Days of the Week	On IW board, what is different from English, pronounce, dia song, ask and answer "Que dia es hoy/manana?", worksheets. Ask "Cual es tu dia favorito?" survey students, predict results and graph, make flashcards to add to ring, partner practice	2 Class Periods and ongoing
Bilingual Books	Days of the week review, listen to Manana Iguana, what book is it like in English? Teacher puts in groups, explain project, rubric, work on book through writing process, outline, rough draft, revise, final, class presentations	6 Class Periods

Teacher Notes:

Additional Resources:

- Map of Spain and 19 countries
- worksheets from [Teach them Spanish-Grade 3](#)
- w w w .abct each.com
- w w w .spanish4t eachers.o rg
- www.abcteach.com,
- [www .spanish4t eachers.org](http://www.spanish4t eachers.org)
- www.enchantedlearning.com
- www.languagesresourc es.co.uk
- www.sg_anishkidstuff.com
- www.donquijote.org

Unit 4 - Overview

Content Area: Spanish

Unit Title: Parts of the Body

Grade Level: Grade 2 Spanish	
Unit Summary: Students will be able to identify parts of the body in Spanish both orally and in written form. They will respond to the commands: toca, applaude, marcha, salta and parate. Students will use "yo tengo" to describe their body ex. I have 2 arms; I have blue eyes and Yo tengo- _afios to express age.	
Unit 4 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
21st century themes and skills (standard 9.1 or 9.2)	
9.2.4.A.2	Identify various life roles and civic and work-related activites in the school, home, and community
Career Ready Practices (CRP)	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence
Educational Technology Standards	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practive cyber safety, cyber security, and cyber ethics, when using technologies, and social media
Interdisciplinary Connection (Standard)	
2.1.2.A.2	Health and Physical Education: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
Unit Essential Question(s):	
<ul style="list-style-type: none"> • What body words in Spanish help you connect to English meanings? • How can you connect manos, brazos, cuerpo etc? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Parts of the body-make connections to English, ex. manos(hands) manicure, estomago • Yo tengo- I have but also used with age • Describing words come after noun ex.ojos azules-blue eyes 	
Unit Learning Targets/Objectives:	
<i>Students will...</i> <ul style="list-style-type: none"> • Recite, recognize and pronounce parts of the body. • Answer "Que es esto?" with a body part. • Respond to commands in Spanish ex. "Toca la cabeza" • Sing "Heads, Shoulders, Knees and Toes" in Spanish. • Play Simon Says in Spanish. 	

- Describe themselves and express age using "Yo tengo."

Evidence of Learning

Formative Assessments:

- Discussions and questioning
- "Toca" and "Cuerpo" and "Simon Dice" games
- Teacher Conferences
- Songs
- Worksheets-label body, word search, crossword
- Body flashcards
- Student participation

Summative/Benchmark Assessment(s):

- Listening Quiz
- Draw and Label Self

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher's helpers

- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Body	Cuerpo, cabeza, ojos, nariz, orejas, boca, cara, pelo, I dientes, hombros, brazos, manos, dedos, estomago, piernas, pies,- say and touch, sing "Head Shoulders", worksheets	1 Class Period and ongoing through out Unit
Flashcards	Make flashcards to put on ring, practice with a partner, "Cuerpo g_ame"	1 Class Period
Yo Tengo	Review tCuantos afios tienes? Use yo tengo to I describe oneself as well. Adjective comes after and must "agree"	1 Class Period
Games	Review concepts learned and partner practice, create "self" project, listen to "Body Rap"	2 Class Periods
Pobrecito Jose	Computer game where a body part is missing Jose no tiene -- listening quiz	1 Class Period

Teacher Notes:

Additional Resources:

Spanish body rap music CD
 Worksheets from Teach them Spanish – Grade 2
www.abcteach.com ,
www.spanish4teachers.org, www.enchanting.com

Unit 5 - Overview

Content Area: Spanish

Unit Title: Clothing in Spanish, El Cinco de Mayo, Review

Grade Level: Grade 2 Spanish

Unit Summary:

Students will be able to identify clothing in Spanish and say "Yo llevo" to say what they are wearing or "El or Ella lleva" to what their classmate is wearing. Students will review what a cognate is, as there are many in clothing and what a false cognate is as well. Students will learn about the Mexican holiday of Cinco de Mayo and that it is NOT Mexico's Independence day, why we celebrate it here, ending with a class celebration and dancing the Mexican Hat dance.

Unit 5 - Standards

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards (A=Interpretive, B=Interpersonal, C=Presentational)	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
21st century themes and skills (standard 9.1 or 9.2)	
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community
Career Ready Practices (CRP)	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason.
CRP12	Work productively in teams while using cultural global competence
Educational Technology Standards	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics, when using technologies, and social media
Interdisciplinary Connection (Standard)	

NJSLSA.W10	Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.1.4.D.13	Social Studies: Describe how culture is expressed through and influenced by the behavior of people.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> Why do we celebrate Cinco de Mayo here? How do other culture's holidays get celebrated in this country, like St. Patrick's Day, Cinco de Mayo? Ropa means clothing, is it a cognate or false cognate? Why do you think? Can you find other cognates in clothing in Spanish? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Target vocabulary-clothing – so many of which are cognates Cognates vs False Cognates Verb conjugate, we do it in English; Yo llevo – I wear, Ella lleva – she wears Mexico is our neighbor; we get food, music, words etc Cinco de Mayo is NOT Mexico's Independence Day, but a celebration for winning a battle against the French When we move from one country to another, we take our culture and traditions with us
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> Identify, pronounce and write articles of clothing in Spanish. Describe one's own outfit with Yo llevo. Describe a classmate's outfit with El or Ella lleva. Differentiate between cognates and false cognates. 	

- Locate Mexico on the map and which states were originally in Mexico.
- Brainstorm Mexican influences on the U.S ex. tacos, salsa, pinatas.
- Explain why Cinco de Mayo is NOT Mexico's independence day.
- Celebrate Cinco de Mayo with authentic celebration.

Evidence of Learning

Formative Assessments:

- Discussions and questioning
- Worksheets-label clothing, word search, clothing riddle sheet
- Clothing Flash Cards
- Flash card races – year end review
- Si or No Game
- Review Games
- Student participation
- Exit tickets

Summative/Benchmark Assessment(s):

- Suitcase project – Listening Activity
- Year end Quiz

Alternative Assessments:

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

Resources/Materials :

- Cd player
- ELMO
- Inter-write board

Modifications:

Special Education Student/504

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

At-Risk Students:

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Discussion about Mexico	Locate on map, states that border it, Brainstorm influences from Mexico. Ex. taco, piñatas etc., Why it is NOT Mexico's independence day.	1 Class Period
Cinco de Mayo	Celebration, chips and salsa, dancing, Mexico worksheet, exit tickets.	1 Class Period
Clothing	What does "ropa" make you think of in English? Ropa, camisa, vestido, falda, pantalones, zapatos, calcetines, gorro, sombrero, blusa, sandalias, botas. Use flashcards, then make own, cognates and false cognates, worksheets.	2 Class Periods and rest of Unit
Yo llevo	Talk about what we are wearing. Si or No game. Fashion show with partner what they are wearing el or ella lleva.	1 Class Period
La Maleta	Suitcase activity for listening.	1 Class Period
Year end review	Games, challenge sheets, year end quiz	3 Class Periods

Teacher Notes:

Additional Resources:

Spanish clothing Rap Music CD
 Worksheets from Teach Them Spanish – Grade 2
www.abcteach.com,
www.spanish4teachers.org, www.enchantedlearning.com
www.languagesresources.co.uk
www.spanishkidstuff.com
www.donquijote.org
www.teachersfirst.com/holiday/cinco.