

Summit Public Schools  
Summit, New Jersey

**Grade 2 / World Language:  
Spanish Curriculum**

Course Description:

The language objectives in this course focus on providing students with opportunities to both extend and incorporate their prior knowledge of thematic vocabulary in the target language. Students will successfully communicate personal information about themselves, while making connections with other people in their classroom and their school community. In second grade, elementary students continue to focus on strengthening their communication skills in the target language. The goal of the Elementary World Language program is to provide students a full immersion experience, while promoting and encouraging students to build confidence in the target language. Students will successfully communicate personal information about themselves, and cover the following themes; colors, numbers, calendar, school, body, weather, seasons, clothing, family, house, animals and food. Speaking, listening, reading, and writing skills are developed by incorporating the interpersonal, interpretative, and presentational modes of communication in each unit and all lessons.

The New Jersey Core Curriculum Content Standards for World Language 7.1 are noted throughout this course. In World Language, the goals of the newly unified standard 7.1 appropriate to this proficiency level are met.

## Thematic Unit: Getting to Know You

Standard 7.1 (World Languages)	
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Big Ideas: Course Objectives / Content Statement(s)</b>	
Greetings and introductions are an integral part of daily language and are essential for communicating in a foreign language.	
Greetings and introductions open the door into other cultures and are the first steps in creating meaningful connections with global communities.	
We use colors to describe the world around us. Learning to identify colors in a foreign language as well as state our like and dislikes is a gateway to understanding and communicating.	
Discussing the calendar is a way to communicate about daily life.	
Numbers are used to make sense of the world and to make sense of new messages.	
Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	What will students understand about the big ideas?
Students will understand that:	

How do people in Spanish speaking countries greet each other?	Spanish speaking people have similar ways of greeting and introducing themselves.
How can I introduce myself in Spanish?	They can use different greetings such as buenos días, buenas tardes and buenas noches, depending on the time of day.
Am I able to communicate in a language that is not my native language?	Boys use the ending - o to express certain feelings and girls use the ending - a.
How can I identify colors in Spanish?	Estoy or Tengo can be used to express feelings.
How are some color words said differently in some Spanish speaking countries?	It is possible to communicate in the target language.
Are my color preferences different or similar to others?	Color words vary sometimes depending on the Spanish speaking country (ex. marrón in Argentina/café en Colombia).
What are the cultural differences in the Spanish and American calendar?	The Spanish calendar has a different sequence than the American calendar, starting the week on Monday and ending on Sunday.
	Cognates play an important role when learning calendar vocabulary and a foreign language.
	The order the date is stated varies from that in American culture. (Spanish: day, month, year) English (month, day, and year).
<b>Areas of Focus: Proficiencies</b>	<b>Examples, Outcomes, Assessments</b>

<b>(Cumulative Progress Indicators)</b>	
<b>Students will:</b>	<b>Instructional Focus:</b>
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	<b>In the target language students will:</b> Use appropriate greetings depending on the time of day.  Introduce themselves by stating their name, favorite color, birthday, and age.  Express how they are feeling using estoy or tengo, and changing the ending of certain feeling words to match their gender.
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Identify thirteen different colors and synonyms for colors said two different ways: rosado/rosa, marrón/café, anaranjado/naranja, morado/violeta/púrpura
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).	Describe different objects using color words using correct word order and gender agreement (object + color word).
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.	Identify color preference sharing favorites or likes. Mi color favorito es ____ or Me gusta No me gusta.
7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	Identify the 12 months of the year, 7 days of the week and numbers 1-31 in the target language.
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	Use learned vocabulary to identify the date.
7.1.NM.B.5 Exchange information using words, phrases, and short sentences	

<p>practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2</p> <p>Initiate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>Be able to express: Today is, Yesterday was, and Tomorrow will be in Spanish: hoy es, ayer fue, mañana sera.</p> <p>Share their birth date and age using</p> <p>Mi cumpleaños es _____</p> <p>Tengo _____ años.</p> <p><b>Sample Assessments:</b></p> <p>Students' performance and participation in daily routine.</p> <p>SW orally ask/answer the questions</p> <p>¿Cómo te llamas?</p> <p>Me llamo _____.</p> <p>¿Cómo se llama el/ella?</p> <p>Se llama _____.</p> <p>¿Cómo estás?</p> <p>Estoy _____.</p> <p>Tengo _____.</p> <p>TPR: Students will be able to identify the color based on a movement they have heard.</p> <p>Find the Color and Point: Students will show understanding by pointing or touching that color Ex."roca el color azul. The student will put their finger on the color blue.</p> <p>Color Implementation: Throughout the year students will use the language and vocabulary learned in this unit by incorporating color vocabulary in multiple settings. Gender and number recognition will be reinforced.</p>
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	<p>Calendar Routine: Throughout the year students will use unit vocabulary as they complete a daily chant and move routine for stating the date.</p> <p>Calendar Wheel: Students will create a calendar wheel with the vocabulary taught: hoy es, mañana será and ayer fue. They will give the answer when the hands on the wheel point to the sentence starter.</p> <p>El libro de mi cumpleaños: students will make a small illustrated booklet that will identify their name, age, and birthdate. The sentences will include Me llamo _____, Tengo _____ años. and Mi cumpleaños es _____.</p> <p><b>Final Assessment:</b></p> <p>Students will pick a feeling to represent on a photograph and glue it to their drawing of a minion's face representing that same feeling. Then, write a sentence describing how they feel using "Estoy/Tengo..." making sure the ending matches their gender.</p> <p>Students will create their personal trading card including their name, birthday, their age, their favorite color, and a color they don't like. SW use the note-card to walk around introducing themselves to each other. Teacher will create a ring packet with all the note-cards for each student to have.</p>
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	<p><b>Instructional Strategies:</b></p> <p><b>Interpretive</b></p> <p>Bingo: Teacher will say a feeling/greeting/ color/ number word and SW identify the correct picture on the Bingo card.</p> <p>Flashcards: SW look at flashcards of various people and identify how they are feeling.</p> <p>TPR: Feelings: SW listen to teacher's command using "Estoy/Tengo ____." and represent the word using the appropriate physical response.</p> <p>Colors: SW learn and practice TPR movements for the color words: ex: azul (swimming movement to represent water)</p> <p>Vocabulary Toolboxes: Students will illustrate items of a certain color under that corresponding word.</p> <p>Teacher Read-Aloud: Students will listen to stories based on certain color or colors. They will be able to share their likes/dislikes based on the colors shared in the story. De Que Está Hecho el Arco Iris and Oso Pardo</p> <p>Following Directions: Throughout the year students will line up, meet on the rug or</p>
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	<p>return to their seats based on the color they like, dislike, love, the color of their clothing or physical trait, when it is called out by the teacher.</p> <p>Memory Game: Students will match vocabulary words in three different ways: Spanish English matching while learning the vocabulary and spanish spanish matching for reinforcement.</p> <p>Word number matching with days and months: lunes 1, martes 2, and/or diciembre 12, noviembre 11.</p> <p>Big Calendar Building Teacher will guide students as a large calendar is arranged on the rug. Words will be randomly handed out to students students will arrange the vocabulary appropriately as they say the word. As a class the vocabulary will be reviewed.</p> <p>Monthly Calendar Students will fill in the calendar when hearing the teacher count from 1-31. Teacher will stop from time to time and ask cinco es? and students will answer what day that number fall on. The calendar will be filled in as a class with birthdays and special holidays in the target language. Teacher will ask if she likes or dislikes the calendar based on whether the calendar starts on Monday vs Sunday</p>
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	<p>The Alphabet</p> <p>Students will learn the alphabet by listening to El alfabeto en Español:<a href="https://youtu.be/56OXP92SUBQ">https://youtu.be/56OXP92SUBQ</a></p> <p>Students will identify upper case and lower case letters. Emphasis will be made on the fact that there are 4 extra letters in the Spanish alphabet. A comparison of an upper case vs a lower case alphabet will be taught and students will understand that the upper case alphabet will not include the double r (rr) because no words begin with that letter.</p> <p>An alphabet dot to dot will be completed after the calendar is numbered and labeled once a month (time permitting.)</p> <p><b>Interpersonal:</b></p> <p>Introductions: Students will introduce themselves to each other asking/answering “¿Cómo te llamas? Me llamo ____.” and “¿Cómo estás? Estoy/Tengo ____.”</p> <p>Authentic Photographs: Teacher will show students authentic pictures of Spanish speaking countries during different times of the day, and SW turn and talk to greet each other accordingly.</p> <p>¿Cuál Es Tu Color Favorito?: Students will ask/answer 3 other classmates “¿Cuál es tu color favorito? Mi color favorito es ____.”</p>
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	<p>¿Qué color no te gusta? No me gusta el_____.</p> <p><b>Presentational:</b></p> <p>Greetings: SW greet each other by using the greetings learned and asking/answering the question “¿Cómo estás?” as a part of the daily routine.</p> <p>Arbolito de Perú: SW introduce themselves using “Me llamo...” in game similar to Hot Potato.</p> <p>Name on Folders: SW write name on their folder using “Me llamo_____.” They read them to the class as teacher comes around and practices their names with sí or no saying “Se llama_____.” and asking students “¿Cómo se llama?” while pointing at a student.</p> <p>Name game: Student holds ball and says “Me llamo_____” and then throw it to a classmate after saying “Se llama_____.” The person with the ball repeats, picking a different person to throw the ball to.</p> <p>Pico Picotero: SW pass around ball while singing: Pico Picotero, me quito el sombrero, saludo a todos, “hola ¿cómo estas?” The student who ends up with the ball when the song is over must state how they are feeling using “Estoy/Tengo_____.”</p>
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	<p>Song: Greetings: SW Sing Buenos Dias/ Buenas Tardes as part of the daily routine.</p> <p>Colors: Students sing to “Colores Colores” from Calico</p> <p>Calendar: SW sing Meses del Año and Dias de la Semana.</p> <p>Circle time song activity: The months of the year will be sung to the rhythm of the months of the year song in English and students will have a movement that will represent each set of months.</p> <p>enero febrero (hands pat your legs)</p> <p>marzo abril (clap)</p> <p>mayo, junio, julio agosto (finger touches nose)</p> <p>septiembre (hands on head)</p> <p>octubre (gentle ear pull)</p> <p>noviembre (thumbs on cheeks)</p> <p>diciembre (open hands side to side)</p> <p>Share out your birthday including day and month, accompanied by an illustration reflecting the season and favorite birthday traditions.</p> <p>Count up challenge: Practice numbers by groups of ten in small groups to develop fluency and strengthen pronunciation.</p> <p><b>Interdisciplinary Connections:</b> Language Arts- Greetings, introductions, feelings, and adjectives.</p>
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	<p>Social Studies- Different cultural practices for greetings (Our Country and Our World units).</p> <p>Math- One to one correspondence.</p> <p>Technology Integration</p> <p>Photobooth- Take pictures of students representing how they are feeling.</p> <p>Smartboard- project YouTube videos of songs for students to dance and sing along.</p> <p>iMovie - Record students singing the Buenos Dias/Buenas Tardes Song.</p> <p>Skype - Call various mystery people and ask “¿Cómo te llamas? ¿Cómo estas?”</p> <p><b>Global Perspectives</b></p> <p>Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. The development of this understanding is achieved by using the target language to greet each other, introduce themselves, describe their feelings, and share their birthday and color preferences.</p>
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	<p>Many practices related to daily events such as looking at a calendar are shared across cultures and others are culture-specific. Talking and describing how holidays are celebrated allows us to understand cultural differences.</p> <p><b>Culturally Responsive Teaching:</b>  Students will be able to share their knowledge of greetings and greeting practices across cultures depending on the different languages spoken at home by the students in the class.  Allow students to share the different birthday celebrations and traditions they have.</p> <p>Students will share ways to say color words in other languages either because they speak different languages at home or have learned the word. How do you say red in French? Hungarian? etc.</p> <p>The class will create a bar graph depicting students favorite and least favorite colors.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b>  Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration</p>

	<p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applied to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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**Resources:**

Buenos días, buenas tardes, buenas noches  
<https://www.youtube.com/watch?v=NMZzGZu15vk>

Colores Calico: <https://youtube.be/DsRKoZGaoEM>

Me llamo - Estoy - Vivo en  
<https://youtu.be/6FEyfy5N3Nc>

Numbers with Basho: <https://www.youtube.com/watch?v=bFJJN5mkRG4>

Feelings: <https://www.youtube.com/watch?v=sDji1K7OpYA>  
Dias de la semana: <https://youtube.be/C4FREij60Crtk>

Meses del año

<https://youtube/IKznbHVPFwc>

**Thematic Unit: School Objects**

<p><b>Standard 7.1 (World Languages)</b></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the</p>
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perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

### **Big Ideas: Course Objectives / Content Statement(s)**

Building students' interpretive skills regarding daily routines and classroom expectations promotes an immersion environment. Learning about school objects will develop student confidence in following multiple step directions effectively.

Children spend a large portion of their day in school and it is important that they learn about what surrounds them in that environment.

<b>Essential Questions</b>	<b>Enduring Understandings</b>
What provocative questions will foster inquiry, understanding, and transfer of learning?	What will students understand about the big ideas?
How can I use a foreign language to name and identify people and objects in my school environment?	<b>Students will understand that:</b>  Adding s and es to school object vocabulary is the way to express a plural noun in Spanish.  Just like in English titles such as Señor and Senora are needed when addressing school personnel.
How can I use previously learned vocabulary to describe and identify the number of objects?	Quién represents who, Dónde represents where, Cuántos represents how many.
What titles are used to properly address adults recognizing the important role gender recognition has in the target language?	
How to accurately respond to the question words in Spanish: Quién, Cuántos, y Dónde.	
<b>Areas of Focus: Proficiencies</b>	<b>Examples, Outcomes, Assessments</b>

<b>(Cumulative Progress Indicators)</b>	
<b>Students will:</b>	<b>Instructional Focus:</b>
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	<p><b>In the target language students will:</b></p> <p>Identify 20 different school objects found in a classroom.</p> <p>Describe objects using color words as well as stating how many there are of each.</p> <p>Use correct word order and gender agreement (number object + color word).</p>
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Identify 9 people that play an important role in our school environment and state their names. Mi maestra se llama...
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.	Identify gender by identifying the title of each of those nine people by using Sr., Sra., Sra.
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	Demonstrate accurate counting ability while identifying the number of students in the class as well as objects.
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.	<p><b>Sample Assessments:</b></p> <p>Students will identify classroom objects and describe them orally and in writing.</p>
7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	Using a word bank write the title for each teacher and staff member mentioned on the worksheet.
7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	<b>Final Assessments:</b>



	<p><b><u>School Floor plan:</u></b> Students will create a class map representing different classrooms and work spaces with its corresponding staff member. Students will write a sentence reflecting to things that are on the actual floor plan. <b>Ex. La Sra. Burr está en el gimnasio.</b></p> <p><b><u>Mi Mochila:</u></b> Students will have a paper bag with a picture of a backpack. They will fill it with different pictures of objects. Some objects will be repeated as students are expected to identify the number of objects demonstrating number and gender recognition. <b>Ex. En mi mochila tengo dos papele, tres crayolas y una regla.</b></p> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b> Flashcards: Students will look at flashcards of classroom objects and identify the correct vocabulary word, its color and how many there are.</p> <p>TPR: Students will listen to the teacher say a school object and represent the word using the appropriate physical response. Ex. Silla: movement of siting; tijeras: cutting motion etc.</p> <p>Object Recognition: Students will remove an item from their baggie when the teacher names it. La crayola</p>
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	<p>The exercise will vary becoming more specific and only students with that exact item will remove it from the bag. Ex. la crayola roja.</p> <p>Simon Says: Students will listen for the vocabulary and hold it up.</p> <p><b>Interpersonal:</b>          Descriptions: In pairs, students will orally describe the item that is being held up by the teacher.</p> <p>Memory game: In pairs students will match up the school object with one just like it. The student will name the object when the card is turned.</p> <p>Dice Game: Two dice - one has school objects as well as staff members (image); the other has numbers. Student will roll the dice and make the sentence “ # _____ ” depending on what they roll. One student will ask Cuantos tienes? Other student will respond dos lapices.</p> <p>Donde esta?: In pairs, students take turns guessing what teacher is in the classroom, clase/salon/aula, cafeteria, gimnasio, oficina, baño, afuera. There will be a classroom floor plan and pictures of various staff members. With a privacy wall up, the student will place</p>
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	<p>a staff member and ask quien esta en el salon/la clase?</p> <p>Mochila Misteriosa: Each student receives a paper bag mochila. Teacher will have a table set up with different school objects. The class puts their head down, while one student comes up to the supply table and chooses 7 objects to put in his bag. Students may put more than one of the same object into their mochila. The rest of the class asks the student questions trying to guess how many of each object they have. “¿Tienes # (school object)?” “No, tengo más/menos.” or “Si tengo # (school objects).”</p> <p><b>Presentational:</b></p> <p>Donde esta?: Students will take turns coming to the front of the room and placing a staff member in a covered classroom floorplan. The student will ask Quien esta en el salon? and students will take turns guessing. Whoever guesses correctly will come to the front of the room.</p> <p>La Mochila Azul</p> <p>Students will take turns coming to the front of the room and picking an object inside the backpack. Students will guess what item has been chosen. Once item is identified accurately the student in the front will show the item and name its color. Ex. El lapiz es amarillo.</p>
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	<p><b>Technology Integration:</b></p> <p>Media Literacy Integration</p> <p>Skype with another school and identify number of students, and possible similarities or differences that are evident.</p> <p>Visit other school websites and look at campus pictures so that students can see what schools in other countries look like.</p> <p>Use the following website for the different types of school supplies. Play some games as a whole class.</p> <p>Song: La Mochila Roja</p> <p>Global Perspectives</p> <p>Personal identity is developed through experiences that occur within one's community, and the culture at large. The development of this understanding is achieved by using the target language to analyze different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school.</p> <p><b>Culturally Responsive Teaching:</b></p> <ul style="list-style-type: none"><li>• Who has attended school in another country, state or town?</li><li>• Do schools in all countries have the same school schedule? Do they go to school the same number days as in</li></ul>
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	<p>the United States? Do they learn a language in school as well?</p> <ul style="list-style-type: none"> <li>Is school the same everywhere? Students will share personal experiences attending school?</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p><b>Creativity and Innovation</b></p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics.</p>

**Texts and Resources:**

<http://www.learnalanguage.com/learn-spanish/spanish-words/school-supplies.php>

La Mochila Roja

<https://www.youtube.com/watch?v=HfcrHBfqOgo>

**Thematic Unit: The Body**

<b>Standard 7.1 (World Languages)</b>	
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Big Ideas: Course Objectives / Content Statement(s)</b>	
Discussing their physical features will allow students to share more about themselves and learn about others.	
Learning body parts enables students to physically describe each other in a foreign language.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
What provocative questions will foster inquiry, understanding, and transfer of learning?	What will students understand about the big ideas?
<b>Students will understand that:</b>	

How can I describe myself physically in Spanish?	They can describe themselves physically in Spanish using tengo, numbers, and colors.
How am I physically the same and/or different from others?	They can learn about the physical differences and similarities between themselves and others, using the vocabulary in this unit.
How can I use colors and numbers to describe myself physically?	They can use numbers to share how many of each body part they have, and colors to describe their hair and eyes.
What is the correct word order when creating sentences in Spanish to describe myself physically?	In Spanish, adjectives come after the noun. First, they must say the body part, then the color that describes it.
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<b>Students will:</b>	<b>Instructional Focus:</b>
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	<b>In the target language students will:</b> Identify 13 parts of the body as listed on the addendum  Describe themselves and others physically using numbers and colors.
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Use the following sentence frames to describe themselves physically: "Tengo + # + body part." and "Tengo + pelo/ojos + color."
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.	Sing and move appropriately to the song "Cabeza, Hombros, Rodillas y Pies."
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express	Sing the song "Mi Hombre de Nieve."

<p>preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p><b>Sample Assessments:</b></p> <p>Students will orally describe themselves using a word bank provided by the teacher, completing the sentences “Tengo # ____.” and “Tengo pelo + color and length/ojos + (color).”</p> <p>Students will put together “Señor Papa” following teacher’s directions, and write three sentences describing him.</p> <p><b>Final Assessment:</b></p> <p>Students will color, label, and present their own holiday character (elf, reindeer, gingerbread man, or grinch) using the vocabulary learned.</p> <p><b>Ex. El reno tiene dos ojos, una nariz, dos brazos y dos orejas.</b></p> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <p>Flashcards: Students will look at flashcards of body parts and identify the correct vocabulary word, how many there are, and what color the hair and eyes are.</p> <p>TPR: Students will listen to the teacher say a body part and represent the word using the appropriate physical response.</p> <p>Simon Says: Students will listen for the vocabulary and touch correct body part.</p>
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	<p>Vocabulary Toolbox: Students will draw the correct body part under the corresponding word.</p> <p>Character label: Students will color a character using sentences provided by the teacher. For example “Tiene dos manos rojas.”</p> <p><b>Interpersonal:</b> Descriptions: In pairs, students will orally describe themselves using “Tengo # ____.” and “Tengo pelo/ojos + (color)”</p> <p>Dice Game: Two dice - one has each number represent a part of the body (image); the other has numbers. Students will roll the dice and make the sentence “Tengo # ____” depending on what they roll.</p> <p>Picture Challenge: In pairs, students take turns describing a monster while the other person draws what is being described.”Tiene # (body part) + (color)”</p> <p>Authentic Photographs: Teacher will show students pictures of people celebrating holidays, and SW turn and talk to say 2 different sentences to each other describing the people in the picture.</p> <p><b>Presentational:</b></p>
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	<p>Mi Hombre de Nieve: Students will sing and move to this holiday song that includes some parts of the body.</p> <p>Cabeza, Hombrros, Rodillas, Pies: Students will memorize and sing this song in Spanish, at different speeds, as they point to each body part.</p> <p>Adivina Quién: Teacher will introduce 5 holiday characters' pictures: el Duende, el Reno, el Hombre de Nieve, el Muñeco de Gengibre and el Grinch. Then, a student will come up and describe one of the characters using "Tiene # (body part) + (color)" while the rest of the class tries to guess which character it is.</p> <p><b>Interdisciplinary Connections:</b> Health Class - Students in grade 2 learn about their body parts.</p> <p><b>Technology Integration:</b> Photobooth- Take pictures of different students' body parts to create a "class person."</p> <p>Smartboard- Project YouTube videos of the songs for students to dance and sing along</p> <p>Media Literacy Integration</p> <p><b>Global Perspectives:</b></p>
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	<p>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. The development of this understanding is achieved by using the target language to explore physical characteristics and to examine what they share in common with the target culture.</p> <p><b>Culturally Responsive Teaching:</b> How do we physically compare to one another? What characteristics might be unique to different cultures? What holidays do the students celebrate and what traditions do they have?</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b> <b>Creativity and Innovation</b></p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b> Financial, Economic, Business, and Entrepreneurial Literacy</p>

	Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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**Resources:**

YouTube songs:

Cabeza, Hombros, Rodillas y Pies

<https://www.youtube.com/watch?v=5VGTYft67eU>

<https://www.youtube.com/watch?v=0FGRe-pWD00>

Mi Hombre de Nieve (Frosty)

<https://www.youtube.com/watch?v=8sESUMaLl2o>

Señor Papa lesson

<https://www.youtube.com/watch?v=ZmivqgX46c0>

## Thematic Unit: Weather, Seasons, and Clothes

Standard 7.1 (World Languages)	
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Big Ideas: Course Objectives / Content Statement(s)</b>	
Learning the language of daily events such as the weather and the seasons, allows easy communication in a foreign language, and understanding of other cultures.	
Clothes are part of our personal identity, and meaningful conversations and connections can occur when sharing information about ourselves.	
<b>Essential Questions:</b> What provocative questions will foster inquiry, understanding, and transfer of learning?	<b>Enduring Understanding:</b> What will students understand about the big ideas?
How can I discuss daily events such as weather and seasons in Spanish?	<b>Students will understand that:</b> They can use vocabulary previously learned to expand on their conversations about weather, seasons, and clothes.
How can I use está or hace to describe the weather?	They can use está with some weather words and hace with others to correctly describe the weather in Spanish.
Are my clothes preferences different or similar to others?	Vocabulary related to clothing can help them communicate about themselves and others.

What is the correct word order when creating sentences in Spanish to describe clothes?	In Spanish, adjectives come after the noun. First they must say the clothing article and then the color to describe it.
How does the gender and number of a noun change the ending of some colors?	The gender of a noun changes the ending of some colors from an -o to an -a. If the noun is plural the ending of the colors will change by adding -es or just -s.
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<b>Students will:</b>	<b>Instructional Focus:</b>
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	<b>In the target language students will:</b> Identify the four seasons and the weather that is characteristic of each season.
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Differentiate between “Esta” and “Hace” sentences to describe weather.
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.	Describe different articles of clothing by color and season worn.  Use correct word order and gender agreement (clothing + color word) to describe clothes.
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	Differentiate between “Tengo” and “Llevo” sentences to share what clothes they have or are wearing.
7.1.NM.B.5 Exchange information using words, phrases, and short sentences	<b>Sample Assessments:</b> Weather Wheel: Students will create a weather wheel with the vocabulary taught.

<p>practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3 Copy/ write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>One side will have the words used with “Está” and the other side the words used with “Hace.” They can use this as a reference when completing the calendar routine.</p> <p>Calendar Routine: Throughout the year Students will use the language and vocabulary learned in this unit by asking/ answering each other questions about the weather and the seasons.</p> <p>Oscar the Weather Bear: In pairs, Student #1 will say a season/ month and student #2 will tell student #1 how to dress Oscar accordingly using “Pon...” Then, student #1 will tell student #2 how to undress Oscar by using “Quita...” Switch rolls.</p> <p><b>Final Assessment:</b>  <b>El Tiempo Book:</b> Students will complete a book about the weather and the clothes they wear in each season. Each page will include sentences and illustrations describing the weather and their clothes. Then, students will read their book to one another. <b>Ex. En el invierno uso pantalones verdes.</b></p> <p><b>Instructional Strategies:</b>  <b>Interpretive:</b>  Vocabulary Toolboxes: Students will illustrate vocabulary about the weather, seasons, and clothing under the corresponding word.</p>
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	<p>Weather Tellers: Teacher will show students authentic 5-day weather forecasts of Spanish speaking countries for them to describe. “El lunes hace/está...”</p> <p>TPR: Students will learn and practice TPR movements for the clothing words and the weather words.</p> <p>Teacher Read-Aloud: Students will listen to stories based on the current season and answer questions about their likes/dislikes based on the story.</p> <p>Authentic Photos: Teacher shows authentic photos of different Spanish speaking countries during different seasons and asks students to describe the weather and identify the season.</p> <p>Re-tell of Froggy Se Viste: Using the book as a guide, TW ask students to retell the story of Froggy using the pictures in the book and the vocabulary learned.</p> <p>Following Directions: Throughout the year SW line up, meet on the rug or return to their seats based on the clothing and color called out by the teacher.</p> <p>Body and Clothes: Teacher will say a body part in Spanish, and students must identify</p>
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	<p>what clothing article they would wear. For example: Cabeza - Gorro. Manos - Guantes.</p> <p><b>Interpersonal:</b></p> <p>¿Cuál Es Tu Estación Favorita?: SW ask/answer 3 other classmates “¿Cuál es tu estación favorita? Mi estación favorita es_____.”</p> <p>Months to Seasons: Students will work in pairs to sort months out according to seasons. One student will write a season, the other student writes the months. Early finishers can do the same activity but orally sorting clothes out according to the months.</p> <p>¿Qué tiempo hace? The teacher holds up pictures of people dressed in different weather clothes, and students turn and talk to describe or identify the weather or the season.</p> <p>Walk and Mingle: SW ask/answer 5 other classmates “¿Qué ropa tienes? Tengo (clothes + color).”</p> <p>¿Qué ropa llevas?: Students will illustrate and label the clothes their partners describe using the phrase “llevo (clothes + color)”, based on the season the teacher tells them.</p> <p><b>Presentational:</b></p> <p>Songs: Students sing and dance to the Rockalingua songs.</p>
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	<p>Llevo o Tengo: Students will sit in a circle and pass around ball while music is playing. When music stops, the student with the ball must identify one article of clothing they are wearing using the phrase “Llevo (clothes + color).” or share one article of clothing they own using the phrase “Tengo (clothes + color).”</p> <p>Adivina Quién: Students will identify their peers based on the description of their clothing given by a student volunteer.</p> <p>Clothes for Oscar: Students will create different clothing articles for Oscar. TW incorporate Oscar to the calendar routine by having students dress Oscar according to that day’s weather.</p> <p><b>Interdisciplinary Connections:</b> Science- Weather/Climare (Life and Earth System Science units).</p> <p>Social Studies- Clothing in other Cultures (Our Country and Our World units).</p> <p>Language Arts- Adjectives.</p> <p><b>Technology Integration:</b> Rockalingua songs.</p>
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	<p>Smartboard - Project pictures of Spanish speaking countries and their seasons/ weather</p> <p>Virtual Map to show location of Spanish speaking countries.</p> <p><b>Global Perspectives:</b></p> <p>Many products and practices related to daily events such as weather, seasons, and clothing choice are shared across cultures; others are culture-specific. The development of this understanding is achieved by using the target language to describe clothing, to discuss the relationship between weather and what we wear and to explore how these are similar and different in the home and target culture.</p> <p><b>Culturally Responsive Teaching:</b></p> <p>What is the weather/seasons like in other places? Are there any special articles of clothing used that are representative of themselves?</p> <p>Rank students favorite seasons based on activities and holidays using “mas” and “menos.” Eg: “El verano me gusta mas que el invierno...”</p> <p>Survey students top 5 favorite clothing article for each season.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p><b>Creativity and Innovation</b></p> <p>Critical Thinking and Problem Solving</p>

	<p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics).</p>
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**Resources:**

Rockalingua Songs:

Four seasons song with lyrics and worksheet:

<http://www.rockalingua.com/songs/four-seasons-song>

¿Qué tiempo hace hoy? song with lyrics and worksheet:

<http://www.rockalingua.com/songs/weather-easy-version-k-2>

Ropa/Tiempo song with lyrics and worksheets:

<http://www.rockalingua.com/songs/ulaclothes-and-places>

**Thematic Unit: Family and House**

**Standard 7.1 (World Languages)**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Big Ideas: Course Objectives / Content Statement(s)**

Personal identity occurs through experiences within one's family. Learning the vocabulary and language necessary to talk about their families in Spanish, will give students the ability to share about this part of their identity.

<p>The vocabulary and language learned in this unit, will allow students to identify and compare information about others.</p> <p>Discussing aspects of the house they live in, helps students engage in meaningful conversation with one another as they are able to share a part of their own lives.</p> <p>Sharing about their own house and listening to their classmates' descriptions, allows students to explore and examine the design and content of houses across cultures.</p>	
<b>Essential Questions</b>	<b>Enduring Understandings:</b>
What provocative questions will foster inquiry, understanding, and transfer of learning?	What will students understand about the big ideas?
How does my family compare to the families of others?	<b>Students will understand that:</b> Describing their own family and listening to their classmate's family descriptions, helps them realize how their families compare to others.
How do word endings change the meaning of some family member's vocabulary words?	Female family member words end with -a and male family member words end with -o.
How can sharing information about the design and contents of my home help me connect with others?	Exploring and examining the aspects of their own home will allow them to share meaningful information about themselves with others.
What are different ways I can use tengo to share information about myself?	Tengo is not only used to describe feelings, but it can also used to describe one's family and house.
How can I create questions in Spanish?	They can use quién and dónde to create questions.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p><b>Instructional Focus:</b></p> <p><b>In the target language students will:</b> Identify family member vocabulary words.</p> <p>Name the people in their own family using the sentence “Mi (family) se llama (name).”</p> <p>Describe how many people are in their family using the sentence “Tengo + # + family members”</p> <p>Use learned vocabulary to interpret what their classmates are saying about their families, and compare it to their own.</p> <p>Identify 9 rooms in the house and 12 furniture words as listed on the addendum.</p> <p>Recognize the difference between “¿Dónde está?” and “¿Quién está?”</p> <p><b>Sample Assessments:</b> Figureine Identification: Students will randomly receive two family member figurines. They must pretend they are that family member and orally tell a partner: “Soy (family member). Me llamo _____. Mi color favorito es _____. Mi cumpleaños es el ___ de _____.”</p>

<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>Family Floor Plan: Students will draw and label at least 7 rooms in their house. Then, they will draw and label at least 7 family members in each room. Finally, they will write 4 sentences about it.</p> <p>House Game: Using a house floor plan and small images of family and furniture, SW take turns asking/answering each other “¿Dónde está (family/furniture)? (Family/Furniture) está en (room).” and “¿Quién está en (room)? (family) está en (room).”</p> <p><b>Final Assessment:</b>  <u>Family Album:</u> Students will create a family album with at least 4 different family members. Each page must include: who the family member is, their name, their birthday (if known), and two sentences physically describing them. <b>Ex. Mi mamá es Laura. Su cumpleaños es el 8 de septiembre. Su pelo es café y sus ojos son verdes.</b></p> <p>Students will add a page to the album where they will draw their house and re-write the lyrics to the song “Familia Grande” using their own family size (pequeña, mediana, grande), and the number of rooms they have. In small groups they will share their album orally singing its tune.</p> <p><b>Ex. Tengo una familia pequeña en una casa muy pequeña. Tengo una mamá, tengo un</b></p>
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	<p><b>papá, tengo dos hermanos y dos baños! Oh sí!!</b></p> <p><u>Family Floor Plan:</u> Students will draw and label at least 7 rooms in their house. Then, they will draw and label 5- 7 family members and place them around the house. Finally, they will write 5-7 sentences describing what they see.</p> <p><b>Ex. Mi mamá está en la sala.</b><u>Family</u></p> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <p>Cartoon Families: Students will identify each member of the family in Spanish using pictures of known characters such as the Incredible's or Croods.</p> <p>Vocabulary Toolboxes: Family- SW name each of their family members and their pets (optional). "Mi mamá se llama Carrie."</p> <p>House- Following teacher's directions, SW label the rooms of the house.</p> <p>Furniture- SW be given a floor plan of a bedroom and they will draw the corresponding furniture under the correct word. Then they will be expected to identify which objects there are more than one of.</p> <p>Dos camas, dos mesas de noche. Mas, menos and igual will be incorporated by the teacher when she asks the class to share their findings on the floorplan.</p> <p>Puppet Family: SW listen to teacher introduce a puppet stating who they are in</p>
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	<p>the family, their name, their favorite color, and their birthday. Then, SW repeat the information back to the teacher.</p> <p>Multi-Cultural Family Photos: SW identify the different family members in the photographs the teacher shows them.</p> <p>Flashcards: SW look at flashcards of various rooms/furniture and identify what they are.</p> <p>Authentic Photos: TW use authentic photos of houses in Spanish speaking countries and SW describe the houses.</p> <p>Listening Activity: SW follow teacher's directions to draw the correct family member and furniture in the correct room. Then, students will answer the questions: "¿Dónde esta ____?" and "¿Quién esta en ____?"</p> <p><b>Interpersonal:</b></p> <p>Family Member Names: SW tell a partner the names of 5 family members using the phrases "Tengo (#) (family member) y se llama(n) ____."</p> <p>Walk and Mingle: Students must find 3 other classmates to tell them 2 sentences about their house using the sentence frame "Tengo (#) (room)."</p> <p>Barbleship: In pairs, each student receives a house floor map and small furniture and</p>
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	<p>family images. SW take turns trying to guess in what room their partner placed the family member or furniture using the phrase _____ está en _____.</p> <p>Furniture Pictures: In pairs, students receive small pictures of the furniture learned. Students will race each other to see who can guess first where the furniture in the picture they flipped over goes using the phrase “(furniture) está en (room).”</p> <p>Dice Game: In pairs, students receive two dice. One has images of family members, the other has images of rooms. Student #1 rolls dice with family member images and asks “¿Dónde está _____?” Student #2 rolls dice with rooms and answers “(family) está en (room).” Then, Student #2 rolls dice with rooms and asks “¿Quién está en _____?” Student #1 rolls dice with family member images and answers “(family) está en (room).”</p> <p><b>Presentational:</b></p> <p>Song: Familia Grande: SW memorize and sing this song to practice family member vocabulary. Song is accompanied by the Youtube video/and or posters.</p> <p>Mi Casa: SW sing and move to the song from Rockalingua.</p> <p>Teacher’s Family Slide Show: SW view a slide show of the teacher’s family and</p>
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	<p>identify the family members. The last slide will be a labeled family portrait, which they can use as a model to begin their family portrait illustration.</p> <p>Circle Time: Teacher will give each student a photograph of a room in the house. Sitting in a circle, students take turns telling the rest of the class what room it is and one furniture found in the picture.</p> <p>Incredible's Hiding Game: Using a large house floor map, SW try to guess what room the teacher hid the family member in.</p> <p>Pictionary: Students take turns coming to the board and drawing one of the rooms/furniture while the rest of the class tries to guess what it is.</p> <p>Tingo-Tango-Tengo: Similar to Hot Potato, one volunteer has his back to the class, which is sitting in a circle. While the volunteer says "tingo, tingo, tingo, etc." the class passes a ball around. When he says "tango" the game stops and whoever has the ball must tell the class "Tengo (#) (room)."</p> <p>Interdisciplinary Connections Language Arts - Students read and write about families.</p> <p>Social Studies - In 2nd grade students learn how their family and house make up their</p>
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	<p>home which is part of their bigger world (Our Community, Our Country, and Our World units).</p> <p><b>Technology Integration:</b> Smartboard- Project YouTube video of “Familia Grande” song.</p> <p>Rockalingua song of “Mi Casa”</p> <p>PowerPoint - Teacher generates a slide show of pictures to share their family members and practice new vocabulary words with the class.</p> <p>Google Earth- Show students streets with houses in Spanish speaking countries.</p> <p><b>Global Perspectives:</b> Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. Homes designs and contents are shared across cultures, while others are culture-specific. The development of these understandings is achieved by using the target language to describe one’s family, and explore how homes and family are similar and different in their own culture and the target culture.</p> <p><b>Culturally Responsive Teaching:</b> Students will learn about each others</p>
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	<p>family structure, and how they compare or differ from other cultures, by sharing their personal family albums, and discussing them as a class.</p> <p>Survey students and use Google Earth to show where they have lived -different towns, states or countries.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p><b>Creativity and Innovation</b></p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics</p>

**Resources:**  
YouTube Songs:

Family Grande

<https://www.youtube.com/watch?v=s9lUXEhEMh8> Google Earth <https://www.google.com/earth/>

Mi Casa: <https://www.rockalingua.com/songs/my-house-easy-version>

**Thematic Unit: Animals**

Standard 7.1 (World Languages)	
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Big Ideas: Course Objectives / Content Statement(s)</b>	
Learning about pets and common animals will allow students to share what their likes and dislikes are as well as mention if they have pets or not at home. They will in turn be able to learn about their classmates.	
Learning about animals enables students to learn about their habitats, size and color.	
<b>Essential Questions:</b> What provocative questions will foster inquiry, understanding, and transfer of learning?	<b>Enduring Understandings:</b> What will students understand about the big ideas?
How can I describe the animal I see accurately in Spanish?  How are the animal I like and dislike similar to those of others?	<b>Students will understand that:</b>  They are capable of identifying and sharing with others the animals they like and dislike.

	<p>They can learn about the animal's habitat, size, color and the sound they make by using the vocabulary in this unit.</p> <p>They can differentiate between animals that are pets vs barn animals.</p>
	<b>Examples, Outcomes, Assessments</b>



<b>Students will:</b>	<b>Instructional Focus:</b>
<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p><b>In the target language students will:</b> Identify animals by describing their color and the sound they make.</p>
<p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<p>Describe the animals and their size using grande, pequeño mediano and state whether they like or dislike them.</p>
<p>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.</p>	<p>Sing and move to Vengan a ver mi Granja Sing the songs El pollito Pío y el perro Bobby. Porque le Pise la Cola</p>
<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p><b>Sample Assessments:</b> Students will orally describe animals using a word bank provided by the teacher. The teacher will hold up a picture and students will think pair share what they see. One student will share with the rest of the class. La gato es gris y blanco y mediano</p>
<p>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.</p>	<p>Students will illustrate animals and make speech bubbles incorporating the appropriate sound that the animal makes in the target language.</p>
<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p><u>Mi Granja:</u> Students will be given a picture of a barn and they will be asked to choose five animals to illustrate. Some of those animals will have a family: (Ex. Hen with chickens) Students will be asked to label using the name</p>
<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	

	<p>of the animal and the correct number of the animals illustrated. <b>Ex. En mi granja tengo una vaca, una gallina y tres pollitos, dos cerdos y cuatro gatos.</b></p> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <p>Flashcards: Students will look at flashcards of various animals and identify them. Students will name the animal, its color and its size.</p> <p>Ex. El perro es negro y grande.</p> <p>TPR: Students will listen to the teacher say the animal and make a corresponding movement accompanied by the sound that animal makes.</p> <p>Vocabulary Toolbox: Student will draw the correct animal under the corresponding word.</p> <p>Character label: Students will illustrate and color an animal as well as add a speech bubble based on the sentences provided by the teacher. For example “Veo dos vacas negras y blancas que dicen muuu.</p> <p><b>Interpersonal:</b></p> <p>Descriptions: In pairs, students will orally describe the animal pictures they are given and state whether they like or dislike it. Ex: El gato es negro y me gusta.</p>
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	<p>Dice Game: Two dice - one has animal images; the other has numbers 1-6. Students will roll the dice and make the sentence “Dos patos amarillos.” depending on what they roll.</p> <p>¿En que grupo está?: Each pair of students receives cut outs that belong one of two groups: mascotas or animales de la granja. In some instances the animal will belong to both groups. Student one will ask “¿Que es el perro?” Student #2 will respond “Es mascota y animal de granja..”</p> <p><b>Presentational:</b>  Vengan a ver mi Granja: Students will watch the video on you tube and will then sing and move to this song.</p> <p>El Perro Bobby y El Pollo Pio and Porque le Pisé la Cola: Students will watch youtube video and sing song.</p> <p><b>Interdisciplinary Connections:</b>  Science - Students in grade 2 learn about butterflies and their life cycle.</p> <p><b>Technology Integration:</b>  Computer/Smartboard- Project YouTube videos of the songs for students to dance and sing along.</p>
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	<p><b>Global Perspectives:</b> Students will become aware of differences between how animal sounds are represented across different countries.</p> <p><b>Culturally Responsive Teaching:</b> Ask students to share their interpretations of how animals sound Compare and contrast students' pets with farm animals.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

	S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics).
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**Resources:**

Porque le pise la cola

<https://youtu.be/bpJLocrByUM>

Bartolito el gallo

[https://youtu.be/4ShOpjPHRxA?list=RDGc9PS\\_6d4pQ0](https://youtu.be/4ShOpjPHRxA?list=RDGc9PS_6d4pQ0)

El pollito Pío

<https://youtu.be/dhsy6cpaIGs>

<https://youtu.be/wPNQw8naFE2Q>

**Thematic Unit: Food**

**Standard 7.1 (World Languages)**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Big Ideas: Course Objectives / Content Statement(s)**

Learning the language of basic foods and their respective food groups allows easy communication in a foreign language, and understanding of other cultures.

Food is part of our daily living and can evolve into meaningful conversations where students can witness similarities as well as differences when acknowledging the foods they like, dislike and eat at home. It is through these basic conversations that connections can occur when sharing information about ourselves.

<b>Essential Questions:</b> What provocative questions will foster inquiry, understanding, and transfer of learning?	<b>Enduring Understandings:</b> What will students understand about the big ideas?
<p>How can I identify foods and food groups accurately in the target language?</p> <p>How is what I like and dislike eating similar or different to what my classmates like and/or dislike?</p> <p>How can talking about different foods help me connect with others?</p> <p>What cultural differences or similarities exist in regards to the food we eat?</p>	<p><b>Students will understand that:</b></p> <p>They can learn about the impact food has on our lives when eating healthy vs unhealthy foods.</p> <p>They are capable of sharing information about themselves in Spanish by discussing what they like or dislike using the vocabulary in this unit.</p> <p>Food is essential in all cultures and is universal despite its differences.</p>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p><b>Instructional Focus:</b></p> <p>In the target language students will:            Identify foods and their respective food groups.</p> <p>Identify foods they like and dislike using me encanta, me gusta, no me gusta, and no sé.</p>

<p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p><b>Sample Assessments:</b></p> <p>Food Plate: Students will illustrate on three different plates what they have for breakfast, lunch and dinner and share with others in the class to identify similarities and differences about their eating patterns.</p> <p>Check your Food Groups:</p> <p>Students will look at a meal and check off on a laminated plate what groups are represented on the food plate.</p> <p>Food Game: Students will be given food cut outs from each of the five food groups. There will be three pictures for each category. Students will begin by sorting the foods into each category. Students will then identify the group that the specific food belongs to. The following sentence structure will be used: (the food ex.el banano) está en (food group: ex. las frutas).”</p> <p>Food Game#2: Students will be given a dice that has illustrations on it. The student will roll the dice and state how many of that item there is as well as the number and color in a complete sentence. Dos manzanas rojas.</p> <p><b>Final Assessment:</b></p> <p>My Favorite Meal: Students will be asked to illustrate their favorite meal of the day with their favorite food. Students will write</p>
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	<p>sentences describing the plate and when it is eaten: desayuno, almuerzo or cena. Me encanta or me gusta will be applied to the sentence.</p> <p><b>Ex. Mi comida favorita es el desayuno. Me encanta/Me gusta el jugo, los huevos y el pan.</b></p> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <p>Reading Time: Teacher will read La oruga muy Hambrienta as an introduction to the unit. Students will pick from a list of favorite foods and add that item to what the oruga ate last. A mi me encanta_____ y a la oruga también.</p> <p>Flashcards: Teacher will show students flashcards of various fruits, vegetables, and other basic foods or drinks. Student will identify what they are as well as state whether they like, dislike, or love that specific food.</p> <p>Authentic Photos: Teacher will use authentic photos of ethnic foods such as tacos, tapas, sushi, and students will identify the country they pertain to and state whether they have ever savored that type of food using a simple si/ no response.</p> <p>Food Toolbox: Following teacher's directions, students will illustrate the correct</p>
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	<p>number of food items and the color stated in the sentences provided. Ex. Tengo dos fresas rojas.</p> <p><b>Interpersonal:</b> Walk and Mingle: Students must find 3 other classmates to tell them about the foods that are on one of their meal plates. Ex. Desayuno: Tengo manzana, leche y cereal. Almuerzo: Tengo sanduche y jugo de naranja. Cena: Tengo pollo, pasta y agua. ¿Y tu?</p> <p>¿En que grupo está?: Each pair of students receives cut outs that belong to different food groups. Student one will ask “En que grupo está la leche?” Student #2 will respond “Está en lácteos.”</p> <p><b>Presentational:</b> Circle Time: Teacher will give each student a picture of a food item. Sitting in a circle, students take turns telling the rest of the class what food they are holding and state whether they like it or not using me gusta/no me gusta.</p> <p>Guessing Teacher Food Plate: Using a plate the teacher will place items that fall withing two food groups. Students will guess what foods the teacher likes.</p> <p>Pictionary: Students take turns coming to the board and drawing one of the food items</p>
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	<p>while the rest of the class tries to guess what it is.</p> <p>Tingo-Tango-Tengo: Similar to Hot Potato, one volunteer has his back to the class, which is sitting in a circle. While the volunteer says “tingo, tingo, tingo, etc.” the class passes a ball around. When he says “tango” the game stops and whoever has the ball must tell the class what they are holding and what color it is.” Tengo banano amarillo.</p> <p>Songs: Students will sing “Me gustan las frutas” song from Rockalingua.</p> <p>Las frutas: Me gusta la fruta, la fruta, la fruta. Me gustan las frutas que ricas son. Replace fruta using the fruit or vegetable vocabulary given in the addendum.</p> <p><b>Interdisciplinary Connections:</b></p> <p>Health Class - Students in grade 2 learn about the food plate and healthy vs not healthy eating habits.</p> <p><b>Technology Integration:</b> Rockalingua song of “Me gustan las frutas.”</p>
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	<p><b>Global Perspectives:</b></p> <p>Some foods are shared across cultures, while others are culture-specific. The development of this understanding is achieved by using the target language to explore how foods in their own culture are similar and different to other cultures.</p> <p><b>Culturally Responsive Teaching:</b></p> <p>Survey students on what ethnic foods they have tasted and share whether they have traveled to that country, were born there, or have eaten it at a local restaurant.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p><b>Creativity and Innovation</b></p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p>

	Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics).
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**Resources:**

<https://rockalingua.com>

<https://rockalingua.com/videos/fruits>