

# Grade 2- Unit 2: School Days

Content Area: **World Languages**  
Course(s):  
Time Period: **November**  
Length: **10 weeks**  
Status: **Published**

## Enduring Understandings

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- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.
- Language learning involves taking risks and learning from one's mistakes.
- Implicit in language study is the recipient audience

## Essential Questions

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- Why are words alone not sufficient for meaningful communication?
- What is communication? What do you need to be able to do in another language to communicate? Do social and academic contexts influence modes of communication?
- Does practice make perfect: What role does accuracy play in communications?
- In what ways do different audiences require the use of different levels of language?

## Content

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Topics:

- Numbers 1 - 30
- Calendar
- Weather
- Day of the Dead

## Vocabulary

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### Numbers

uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, treinta

## **Weather**

Hace calor, Hace frio, Hace buen tiempo, Hace mal tiempo

## **Calendar**

lunes, martes, miércoles, jueves, viernes, sábado, domingo, hoy es ..., ayer fue ..., mañana es .., enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

## **Works of Study**

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Mañana, Iguana – Ann Whitford Paul and Ethan Long

## **Skills**

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### **Presentational**

- SWBAT express likes and dislikes related to academic and social aspects of school life.
- SWBAT answer simple questions related to school life.
- SWBAT copy numbers - example phone number & house address
- SWBAT answer simple questions related to weather and clothes.

### **Interpretive**

- SWBAT identify and use basic school supply vocabulary.
- SWBAT compare school life in the target culture(s) with school life in the U.S.
- SWBAT recognize high frequency classroom expressions.
- SWBAT demonstrate understanding of commands associated with classroom items.
- SWBAT respond accordingly to TPR commands.
- SWBAT recognize different clothing items in target language.

### **Interpersonal.**

- SWBAT request information relating to school.
- SWBAT request classroom items in target language.
- SWBAT share favorite color in target language.
- SWBAT request information relating to clothing.

## **Resources**

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### **Suggested Resources:**

- Gimkit
- Nearpod
- Blooket
- Pear deck
- Quizlet
- Senor Wooly
- Senor Ashby
- Youtube
- Kahoot
- Spanishdict.com
- Flippity
- Google Platform: classroom, slides, docs
- Teacher made resources
- TPRS stories
- Boom cards
- Wizerme
- Seesaw