| ***2nd Grade***  ***Unit 1: Getting to know others***  ***September - October*** | | | | | |
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| **Targeted Standards:**  7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.  7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.  7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).  7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.  7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.  7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.  7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.  7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.  7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.  7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.  7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.  7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.  7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.  7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | | | | | |
| **Rationale and Transfer Goals:**  In the first unit of the year, children become acquainted with their teacher, classmates, and classroom. They begin the year by developing interpretive skills by listening and responding physically to the teacher's direction, commands and instructions. Students will learn to convey appropriate greetings and farewells and basic expressions of emotion and physical well being in Spanish. Students will be able to communicate using memorized words and phrases to respond to familiar questions about themselves such as their own name and getting to know their school friends. | | | | | |
| **Enduring Understandings:**  Students can help classmates and the teacher understand them by actions and pictures as well as words.  Students will understand words of praise and simple classroom commands.  Students will understand that they will need to do more than answer questions in order to have a conversation.  Communicating in another language allows people to obtain information about people and places. | | | | | |
| **Essential Questions:**  How would you say hello and goodbye in Spanish?  How would you ask someone their name in Spanish?  How would you tell someone their name in Spanish?  Welcome back! How can we get to know each other better?  How can you greet classmates that you already know?  How can you greet new classmates?  How do names differ in Spanish from names in English?  How are introductions made in Spanish?  What are proper gestures to use when meeting someone new?  When do you speak formally and informally?  How do you express how you’re feeling?  How is the alphabet in Spanish different from in English?  How do names differ in Spanish from names in English?  What are proper gestures to use when meeting someone new? | | | | | |
| Content/Objectives | | | Instructional Actions | | |
| Content  *What students will know* | Skills  *What students will be able to do* | | Activities/Strategies  *How we teach content and skills* | | Evidence (Assessments)  *How we know students have learned* |
| Commands and instructions for basic classroom procedures in Spanish  Greetings and leave-taking expressions in Spanish  Introduction of self/others in Spanish  Spanish Names  Structure questions/ responses in Spanish  Courtesies in Spanish  Numbers 0-20 in Spanish  Basic expression of emotion in Spanish  The alphabet in Spanish  Colors in Spanish | Follow and give commands in Spanish  Say hello and goodbye in Spanish  Request someone else's name and respond to a request for their own name in Spanish  Differentiate between the use of formal and informal greetings  Request and express degree of physical well being in Spanish (bien mal, asi-asi) (¿Cómo estás?)  Use appropriate gestures for greetings and leave taking from the target culture  Greet appropriate to different times of the day (buenos dias, tardes, noches)  Pronounce common Spanish names  Recognize linguistic difference (alphabet & accents)  Say the alphabet in Spanish  Ask and answer may I use the bathroom? and may I get a drink of water? in Spanish  Use kind words such as thank you, yes, no, your welcome, sorry etc…  Identify and count numbers 0-30 in Spanish  Identify colors in Spanish | | Use powerpoint presentation to introduce vocabulary  Songs online/CD’s  Use pictures of people meeting from Spanish Countries  Demonstrate a typical encounter with someone from a Spanish country showing common gestures, different greetings based on time of day, and using formal and informal when addressing people (use puppets with dialogue)  Discuss common Spanish names  Flashcards or use powerpoint presentation to introduce the question ¿Cómo estás? and the responses  Introduce various commands for the year by playing simon says  Students should practice counting with objects or singing songs  Show examples of courtesies words in Spanish  Research interactive games/activities online  Read books related to topic  Review colors with flashcards or song  Games: Adivina, Matamoscas, Bingo, Concentration, What’s missing? (whole group or small group), Pictionary, etc.  Interpretive:  Teach the alphabet with songs from CD’s or online  Sing a hello and Goodbye song to start and end class  Use practice worksheets on topics in this unit  Match pictures with vocabulary words  Interpersonal:  Pair Activity: Students take turns miming different feelings and other students interpret his/her feelings using the question ¿Cómo estás?  Pair Activity: Give students various command words and have them act it out to one another.    Presentational:  Perform unscripted Role Play  Conversations with partners  Students can draw different faces of their emotions and label how they are feeling in Spanish | | Class participation  Teacher observation  Oral Presentation  Completed written activities  *Example End of the Unit Assessments:*  Presentational Assessment:  Perform unscripted Role Play Conversations with partners  Students can draw different faces of their emotions and label how they are feeling in Spanish |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Greetings  Commands  Colors  Numbers | | Previous Year Spiraling: 1st grade  Identifying colors  Identifying greetings  Identifying expressions of emotion  Identifying commands  Identifying numbers | | Continual practice of the content/skill until students have mastered the vocabulary. | |
| **Career Readiness, Life Literacies, and Key Skills**  9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CT.2: Identify possible approaches and resources to execute a plan.  9.4.2.CT.3: Use a variety of types of thinking to solve problems. | | | | | |
| **Key resources:**  Teacher made materials (flashcards)  CD”s /DVD’s on greetings and feelings  Books on feelings  Puppets  Alphabet Songs  Practice worksheets on content in this unit  Magic Box with tangible items  Youtube song: Rosie & Andy- ¿Cómo te llamas? <https://www.youtube.com/watch?v=ij5R1YTG48Q>  Songs - ex: Yo me llamo……  <http://www.bbc.co.uk/schools/primaryspanish/learn_more/> | | | | | |
| **InterDisciplinary Connections**  **NJSLS ELA**  RI.K.1 With prompting and support, ask and answer questions about key details in a text.  W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song | | | | | |