| ***2nd Grade*** ***Unit 2: ¿Qué ves en la escuela?*** ***December - January*** |
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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 this unit, students will explore school life and identify everyday school objects by name and color at the novice level. Students will develop interpretive skills by listening and responding physically to the teacher's direction, commands and instructions. Within the context, students will learn about schools in Hispanic Countries and compared it to schools in the United States.  |
| **Enduring Understandings:** *Students will understand that* schooling varies within a culture, as well as between cultures. Children will understand how they prepare for school and their activities reflect their culture and might be similar and/or different from those of a student in a Spanish speaking country.Students will understand that listening and observing are important when learning a language. Students will understand nouns and articles in Spanish are gender and number specific. Students will understand that listening and observing are important when learning a language.  |
| **Essential Questions:** How do we communicate in another language? How is my classroom the same and/or different from a classroom in a Hispanic Country? How do I describe things in my classroom? How can I describe my school? How do I identify the everyday objects I use at school? How do I provide a detailed description of objects I need to use in the classroom? Who are the important people in a school? How are schools different in the US compared to schools in Hispanic Countries?  |
| 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 SpanishClassroom objects in SpanishHow to describe objects by size and color Parts/locations of the school in Spanish (classroom, bathroom, office)Names and titles of important people in the school (teacher & principal; Ms, Miss, Mrs, Mr.)How to ask and answer important school related questionsHow to compare and contrast schools in Hispanic Countries to schools in the USNumbers in Spanish to count objects  | Identify classroom objects in Spanish Correctly spell vocabulary related to the classroom Give and follow directions that will lead them to the different parts of the schoolIdentify who are the school personnel and where you would find them in a school (teacher & principal; classroom, bathroom, office)Compare and contrast schools in Hispanic Countries to schools in the USCounts objects by quantity using the question “cuantos hay?” Use the verb “tener” to express I have…Describe what materials they have and use on a daily basis in schoolCorrectly use nouns in Spanish with accurate usage of gender and numberIdentify classroom objects by size, quantity and color | Use powerpoint presentation to introduce vocabulary Songs online/CD’sFlashcards/picture of places/people in a schoolYou tube clips/Videos about schools in Latin AmericaAuthentic pictures of schools in hispanic countriesClassroom object flashcards Activities to review commandsTeacher generated materials related to contentGames: memory/ matching, Simon says with commands, Adivina, Matamoscas, Bingo, What’s missing? (whole group or small group, Pictionary, Eye Spy, Headband game, Charades, etc.Classroom based activities using technology tools Label classroom objects in the classroomDisplay poster of commandsReview colors and numbers to describe objects.Interpretive:Use practice worksheets on topics in this unit Match pictures with vocabulary words Watch clips on youtube about school related topicsInterpersonal:In groups, students can describe how many classroom objects are in the room. In pairs, give students flashcards to practice classroom objects, colors numbers, and the verb “tener.”Class discussion: Compare and contrast schools in the US to schools in hispanic countries.Presentational:Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects as the can. | Class participationTeacher observationOral PresentationCompleted practice worksheetsQuiz on vocabulary *Example End of the Unit Assessments:*Presentational Assessment:Presentational:Mochila Project: Give students copies of a bookbag or students can draw it; inside the bookbag students are to draw and identify as many classroom objects are the can.  |
| Spiraling for Mastery |
| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
| NumbersColorsClassroom Objects Commands | Previous Year- 1st gradeIdentifying classroom objects Identifying numbersIdentifying commandsIdentifying colors  | 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:** PuppetsFelt boardFlashcardsCD’s - Songs on classroom objects/schools Whiteboards with markers Worksheet activities Interactive games/websites Smartboard: Display powerpoints with pictures and vocabularyMagic Box with tangible items |
| **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 |