| ***2nd Grade***  ***Unit 3: Mi Cumpleaños***  ***March - April*** | | | | | |
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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:**  An important milestone in an elementary child’s life is his or her birthday celebration. In this unit, children will learn about the similarities and differences between hispanic birthday parties and celebrations in the United States. Within this context, they learn to tell the date of their birthday, talk about the weather and the season they were born in; they talk about parties including the food they eat and they discuss the people they invite to their parties and their relationship; and they compare their celebrations to those of Hispanic Children. | | | | | |
| **Enduring Understandings:**  Students will understand that birthday celebrations in different countries have many similarities, yet the differences reflect the cultural perspectives of the people. | | | | | |
| **Essential Questions:**  How can I talk about my birthday party in Spanish with my teacher and classmates?  How is my birthday party different from that of a student from a Spanish-speaking country?  How is my family similar or different from other families?  When is my birthday including the date, day of the week and month?  What is the weather and season of the year? | | | | | |
| 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* |
| Key vocabulary and structures to state or describe dates, seasons, weather, and birthday party items in Spanish  How Hispanic children typically celebrate their birthdays  Numbers 0-31 in Spanish  Colors in Spanish  Names of immediate/ extended family members in Spanish    Language functions to extend communication beyond isolated words to simple sentences  About the traditional birthday party for females, when they turn 15, called el Quinceañero | Identify the months of the year in Spanish  Identify the days of the week in Spanish  Identify various weather conditions in Spanish (hace frio, calor, hace buen tiempo/mal tiempo)  Identify the seasons in Spanish  Categorize the months under the correct season  Count and identify numbers 1-31 in Spanish  Identify colors in Spanish  Respond to questions related to the date  Compare the calendar used in Spanish-speaking countries with that used in USA  Compare customs of celebrating birthdays in the US with Spanish speaking countries that celebrate with a “piñata”  Ask and respond to questions about personal information including the date of his/her birthday, age, and season in which it occurs and typical weather conditions at that time of the year  Talk about their birthday party using the vocabulary learn in this unit  Identify immediate family members that would attend your birthday party  Sing “Happy Birthday” in Spanish  State facts about the traditional birthday el Quinceañero | | Use a powerpoint presentation or flashcards to introduce the vocabulary for each topic in this unit  Venn diagram to compare/contrast birthdays (el Quinceañero) to birthdays in U.S.  Visuals for weather, season, days of the week, numbers, & months  Songs on youtube/CD  Books about “Fiesta de Cumpleaños”  Classroom based activities using technology tools (ex: smart board, document camera)  Games: Adivina, Matamoscas, Bingo, Memory/Concentration, What’s missing? (whole group or small group), Pictionary, etc.  Interpretive:  Sing “los meses del año” song by Dr. Jean  Sing song “cuenta” to practice number 1-30  Teacher describes weather and students respond with appropriate season or raising flashcards  Practice worksheets on topics in this unit  Interpersonal:  Students can practice in groups, asking and responding to the question when is your birthday?, My birthday is….. How old are you? I am…..  In groups: Students can write about the weather in various months  After the teacher has introduced the celebration of “el Quinceañero,” students should complete a venn diagram stating the similarities and differences in birthday celebrations  Presentational:  Write simple sentences about their favorite season in Spanish  Make a birthday invitation to their imaginary birthday party using vocabulary learned in spanish (use a rubric)  Write to a friend inviting them to their birthday party, stating what birthday items, foods, and family members will be at the party in Spanish.  In addition, students should state when is their birthday (use a rubric)  Draw and label months and the holidays celebrated in each month | | Teacher Observation  Class participation  Completion of practice worksheets  Quiz on vocabulary  Examples of an End of unit Assessment  Presentational:  Make a birthday invitation to their imaginary birthday party using vocabulary learned in Spanish (use a rubric)  Write to a friend inviting them to their birthday party, stating what birthday items, foods, and family members will be at the party in Spanish  In addition, students will state when is their birthday (use a rubric) |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Colors  Days of the week  Numbers  Immediate family members | | Identifying Colors  Identifying Days of the week  Identifying Numbers  Identifying Immediate family members | | 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:**  Magic Box with tangible items (birthday items, plastic foods)  Books about topics in this unit  Birthday Song in Spanish  Posters displaying vocabulary  Teacher made: Flashcards & Visuals  Teacher made handouts  Powerpoint presentation to introduce the vocabulary  CD’s - Songs  Whiteboards with markers  Calendar  Interactive games  Activities about la Quinceañera  Birthday: <http://www.discoverspanish.com/lesson16.swf>  Cuenta, number song: <https://www.youtube.com/watch?v=L26jwqF9Zro>  Classroom based activities using technology tools (smartboard, laptops, flip cameras etc…) | | | | | |
| **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 | | | | | |