

# Unit 1 – Adelante Grade 2

Content Area: **World Languages**  
Course(s):  
Time Period: **Undefined**  
Length: **6-8 weeks**  
Status: **Published**

## Unit Overview

---

Students can independently identify and recognize vocabulary for saying hello and goodbye, introduce him/herself, and express likes and dislikes in Spanish. Student can identify, pronounce, and label numbers 1-20, colors, and shapes in Spanish.

The Novice-mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Through active listening, frequent repetition and practice, students develop a fundamental vocabulary that supports comprehension in subsequent thematically based content.

## Essential Questions

---

How do you greet and introduce yourself to others in Spanish?

How do you share your likes and dislikes in Spanish?

What are the Spanish numbers 1-20?

How do you count from 1 to 20 in Spanish?

What are the colors in Spanish?

How do you describe the color(s) and shade(s) of given objects and pictures in Spanish?

What are the Spanish shapes?

How do you label shapes in Spanish?

How do you describe the size of an object or shape in Spanish?

## Content

---

Greetings / Leave-takings (Hola, Buenos das, Buenas tardes, Buenas noches, Adis, Chao)

What is your name? & My name is (Cmo te llamas? & Me llamo)

I like / I do not like (Me gusta / No me gusta)

Numbers 1-20 (uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince,

diez y seis, diez y siete, diez y ocho, diez y nueve, veinte)

Colors (rojo, anaranjado, amarillo, verde, azul, morado, rosado, caf, blanco, negro, gris, turquesa, dorado, plateado, arco iris)

Shades (claro, brillante, oscuro)

Shapes: square (cuadrado), circle (crculo), triangle (tringulo), rectangle (rectngulo), oval (valo), diamond (diamante), heart (corazn), pentagon (pentgono), hexagon (hexgono), octagon (octgono), rhombus (rombo), parallelogram (paralelogramo), trapezoid (trapezoide), moon (medialuna / creciente), star (estrella), cube (cubo), pyramid (piramide), cone (cono), sphere (esfera), prism (prisma), cylinder (cilindro)

Sizes: big (grande), medium (mediano), small (pequeo)

## **Skills**

---

Apply appropriate Spanish vocabulary to greet and say good-bye to others

Respond in Spanish to Whats your name?

Ask classmates their names in Spanish

Indicate likes and dislikes using Me gusta and No me gusta

Introduce self using greeting, name statement, and likes and dislikes in Spanish

## **Assessments**

---

Teacher Observation

Teacher created worksheets (self-portrait)

Oral Proficiency Assessment

Students respond orally to teacher and classmate prompts

## **Lessons/Learning Scenarios**

---

Students respond through active listening, repetition, and Total Physical Response (TPR) to develop beginning Spanish vocabulary. Students understand new words teachers actions and modeling, choral response, and partnered and individual practice. Students respond to teacher prompts during developmentally appropriate activities.

Question & Response (oral & written)  
Total Physical Response (TPR) activities  
Singing and chanting  
Participating in culturally authentic children's games  
Whole group oral recitation  
Drawing and coloring activities

Teacher created review worksheets

## **Standards**

---

FL.PK-12.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.PK-12.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
FL.PK-12.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
FL.PK-12.7.1.NM.B.A.1	Respond to learned questions.

## **Resources**

---

Teacher created worksheets