

Englewood Public School District

World Language, Spanish-Second Grade

First Marking Period

Unit 1: Greetings, Numbers 21-40, Colors, The Classroom, and Hispanic Heritage Month: Famous People and Places

Overview: During this unit, students will be introduced to the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn how to greet others, express themselves in a positive manner, and say farewell. They will also learn classroom vocabulary, numbers 21-40, and celebrate the Hispanic culture by learning about famous Hispanic people and Central American countries. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills.

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *Interacting with others using Spanish vocabulary will increase their language acquisition.*
- *Greeting others in Spanish using simple memorized phrases and culturally appropriate gestures will help improve their oral language.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Answering and asking simple questions in Spanish will increase their oral comprehension skills.*
- *Using words of praise and simple commands in Spanish will help them become more fluent speakers.*
- *Identifying, saying and labeling items into specific categories using Spanish will help them improve their oral comprehension and vocabulary.*
- *Describing school related objects in Spanish will help them navigate their classroom and school environment.*
- *Learning about different Hispanic cultures, people, and places will help make them aware global citizens.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How do Spanish Speakers greet each other?*
- *How can I use Spanish vocabulary that I know to count, describe, and identify school objects?*
- *How do I say goodbye and farewell in Spanish?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me navigate my classroom and school better?*
- *How does learning a foreign language help me reinforce my math skills?*

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during</p> | <p>Topics Greetings, classroom objects, numbers 21-40, Colors, Hispanic Heritage Month, flags of Spanish speaking Central American nations, famous Hispanic people</p> <p>Objectives Students will</p> <ul style="list-style-type: none"> Understand that it is possible to communicate in a foreign language Communicate their name and use Spanish greetings appropriately Listen to, learn, and sing Spanish songs Understand and say Spanish rhymes Use appropriate gestures when greeting others, leaving others, and in daily interactions Ask simple questions in target language. Understand and use common Spanish expressions Learn about the different countries where Spanish speakers live | <p>Students will learn and sing Spanish Greeting songs (6.1.4.D.13, CRP6, , 9.2.4.A.2)</p> <p>Teacher will create a chart with Spanish greeting and farewell phrases and will model using the phrases, then students will take turns asking and answering one another. (NJSLSA.SL.2.1, CRP4, CRP12, 9.2.4.A.2)</p> <p>Students will practice greeting and responding to one another in Spanish (NJSLSA.SL.2.1, CRP4, CRP12, 9.2.4.A.2)</p> <p>Students will participate in an assembly in honor of Hispanic heritage month (6.1.4.D.13)</p> <p>In order to learn more about Hispanic heritage, students will create a</p> | <p>Juan Luis Orozco-“Buenos Dias”-song https://youtu.be/25m0yDoKM0Y</p> <p>Hispanic Leaders and Pioneers https://www.scholastic.com/teachers/collections/teaching-content/bring-hispanic-heritage-month-life-collection-resources/#Hispanic%20Leaders%20and%20Pioneers</p> <p>24 Great Ideas for Celebrating Hispanic Heritage Month https://www.scholastic.com/teachers/articles/teaching-content/24-great-ideas-hispanic-heritage-month/</p> <p>Additional Resources for the study of Hispanic Heritage: NEA: http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html Teacher Vision:</p> | <p>Benchmark Assessments: Common Formative Assessment</p> <p>Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>All levels-Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are speaking, completing activities, and singing</p> <p>B & I-Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents targeted Spanish vocabulary for given unit</p> <p>B-Students will use pictures or flashcards to indicate appropriate greeting or response</p> |

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| <p>greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics</p> <p>7.1.NM.C.4 Describe self and others.</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> | <ul style="list-style-type: none"> • Learn about the Hispanic Heritage month in the United States • Identify flags from Spanish speaking countries • Learn about famous Hispanic people • Students will count from 1-40 in Spanish • Students will learn and identify ten colors in Spanish • Students will identify, classify, and name classroom objects in Spanish • Use print, recorded, and digital media to learn Spanish | <p>mini-biography of a famous Hispanic person (NJSLSW.2.3, 6.1.4.D13, CRP4, CRP6, 8.1.2.E.1, , 9.2.4.A.2)</p> <p>Students will learn about the six Central American nations and color the flags related to those countries (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua y Panamá) (6.1.4.A.14, 6.1.4.D13, 9.2.4.A.2)</p> <p>Students will learn Spanish cardinal numbers from 21-30 by watching a video and singing a short counting song Students will learn Spanish cardinal numbers from 31-40 by watching a video and singing a short counting song (CRP6, , 9.2.4.A.2)</p> <p>Students will work in pairs using a variety of manipulatives to count 21-40 objects using Spanish numbers (NJSLS.A.SL.2.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will play bingo using Spanish numbers from 21-40</p> | <p>https://www.teachervision.com/holidays/hispanic-heritage-month#</p> <p>Flag Coloring Sheets http://www.spanish411.net/resources/FlagColoringSheets.pdf</p> <p>“Counting In Spanish 21-30 Jack Hartmann” https://youtu.be/EUYMjAdxCyo “Counting In Spanish 31-40 Jack Hartmann” https://youtu.be/RlF5hnFXDtU</p> <p>Bingo Card Generator</p> | <p>I-Students will say simple oral greeting and farewell</p> <p>A-Students will expand verbal greeting using more vocabulary and demonstrate a second verbal greeting/farewell</p> <p>H-Students will use 3 or more different expressions of greetings and farewell in proper context.</p> <p>B-Students will count from 21-30 in Spanish I-Students will count from 21-40 in Spanish A & H-students will count 1-40 and identify even and odd numbers</p> <p>B-Students will orally identify 4 classroom objects</p> <p>I-Students will orally identify 6 classroom objects</p> <p>A-Student will orally identify and describe 6 or more classroom objects using color words</p> |
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| | | <p>(9.2.4.A.2)</p> <p>Students will learn colors by singing Spanish songs (6.1.4.D.13, CRP6, , 9.2.4.A.2)</p> <p>Students will sing a Spanish song about classroom objects and materials (6.1.4.D.13, CRP6, , 9.2.4.A.2)</p> <p>Teacher will create a Spanish vocabulary poster listing and showing classroom objects</p> <p>Students will work in small groups to create Spanish labels for classroom objects using unit vocabulary. Then students will walk around the classroom and label the objects by name, color, and number (e.g. 1 blue chair-1 silla azul) (NJSLS.SL2.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> | <p>http://myfreebingocards.com/bingo-card-generator/results/m86msr</p> <p>“Colorín Colorado” https://rockalingua.com/songs/colors-and-numbers</p> <p>“Cosas de la Escuela” https://rockalingua.com/songs/school-supplies-and-subjects</p> | <p>H-Students will orally identify and label 8 or more classroom objects and describe the object by color and number using complete sentences</p> <p>Summative Assessments:</p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> |
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

| <i>English Language Learners</i> | <i>Special Education</i> | <i>At-Risk</i> | <i>Gifted and Talented</i> |
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| <ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Give page numbers to help the students find answers • Provide visual aids • Provide additional time to complete a task • • Use graphic organizers | <ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations). | <ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be provided. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be depicted pictorially and displayed where students can see them during the time of the lesson. • Single word, age appropriate instructions may be printed out in | <ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping to differentiate instruction by content, process, and/or product. • Real world scenarios • Student Driven Instruction • Use project-based Spanish learning to connect Spanish with real life experiences. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to |

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| | | <p>large print and hung up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). | <p>extend learning opportunities.</p> |
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Interdisciplinary Connections:

ELA - NJSL/ELA:

NJSLA.W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

NJSLA.SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SOCIAL STUDIES:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: hola, adios, Buenos días, Buenas tardes, Buenas, noche, ¿Como estas? Bien, gracias, hasta luego, si, no, gracias, de nada, **La Clase:** la mesa, la silla, el lápiz, la puerta, el escritorio, el libro, el reloj, el mapa, el globo, el/la maestro/a, el borrador, números 21-40, **Colores-** marrón, rojo, amarillo, verde, blanco, azul, negro, anaranjado, morado, gris, rosado o rosa, **Países centroamericanos-** Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua y Panamá, banderas, famosos hispanos. **Other vocabulary depending on students language levels**

Englewood Public School District

World Language, Spanish-Second Grade

Second Marking Period

Unit 2: The Family Tree, Seasons, Months and Understanding, and Answering Questions

Overview: During this unit, students will continue to be introduced to the Spanish language using songs, stories, and hands-on learning. Students will learn about families, the four seasons, and the months of the year. They will also learn how to ask and answer questions in Spanish. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *Interacting and playing games with others using Spanish vocabulary will increase their oral language skills.*
- *Identifying and naming the four seasons and months in Spanish will help them understand the weather and calendar.*
- *That singing songs in Spanish will help them acquire new vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *That asking and answering questions in Spanish will help improve their oral comprehension and vocabulary skills.*
- *Following commands in Spanish will improve their language acquisition.*
- *Family plays an important role in the Hispanic culture.*

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Essential Questions:

- *What is it like to learn a foreign language?*
- *How do I memorize and perform a song?*
- *What is a family?*
- *What are the four seasons?*
- *What are the months of the year?*
- *How will asking and answering questions in Spanish help me improve my oral comprehension and speaking skills?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other</p> | <p>Topics</p> <p>Families, the four seasons, months of the year, and asking and answering questions</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Listen to, learn, and sing Spanish songs • Play matching games related to unit vocabulary • Ask and answer simple questions in target language • Students will categorize and classify objects • Understand and use common Spanish commands • Read and say the seasons and months of the year • Identify and say the members of a family • Use print, recorded, and digital media to learn Spanish | <p>Students will name, classify and name family members; Mother, father, grandmother, grandfather, son, daughter, sister, brother, baby, aunt, uncle, cousin (padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo) (CRP4, 9.2.4.A.2)</p> <p>Students will work in small groups to create poster size family trees using the correct Spanish names (NJSLSA.SL.2.1, CRP4, CRP6, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will work in pairs to ask and answer the following questions: ¿Cuántos miembros hay en tu familia?, ¿Cómo se llama tu madre/padre? (NJSLSA.SL.2.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will play a game of Spanish Bingo to review family names (9.2.4.A.2)</p> | <p>Rockalingua-Music based Spanish Learning https://rockalingua.com/songs/family-members</p> <p>Bingo card generator http://myfreebingocards.com/bingo-card-generator</p> <p>123 Teach Me-Spanish https://www.123teachme.com/kids/spanish_flash_cards/category/children_months_of_the_year</p> | <p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, listening, speaking, and singing</p> <p>Teacher will observe and/or take anecdotal notes and ask students to name family members and the days of the week.</p> <p>Students will: B-Name 2-3 members of the family orally I-Name at least 4 members of the family A-Match pictures of family members with the Spanish name and orally say the name</p> |

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| <p>content areas</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> | | <p>Teacher will introduce the months of the year and the four seasons using a Spanish labeled calendar and pictures</p> <p>Students will work in pairs to ask and answer the following questions: ¿Cuántos meses hay en un año? Nombra los 12 meses? ¿Qué mes es tu cumpleaños? (NJSLSA.SL.2.1, 6.1.4.D.13, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will watch a short Spanish video about the months of the year and the four seasons (9.2.4.A.2)</p> <p>Students will work in small groups to create a <i>Months of the Year</i> book with a picture of themselves doing different activities each month. Each month should also list what season it is in (NJSLSA.W.2.3, SL.2.1, 6.1.4.D.13, CRP4, CRP6, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will play a game of Spanish Bingo to</p> | <p>123 Teach Me-Spanish https://www.123teachme.com/learn_spanish/flashcards_for_children</p> <p>Bingo card generator http://myfreebingocards.com/bingo-card-generator</p> <p>Supplementary reading about Hispanic culture: https://www.readworks.org/article/Special-Events-and-Celebrations/61226e08-f61b-42e8-930a-5a4080c589a3#!articleTab:content/contentSection:537a536f-e7d4-403b-ae8e-5a23f53e7d4f/</p> | <p>H-Draw their family and label family members orally and in writing</p> <p>Students will: B-Name the four seasons in Spanish I-Name the four seasons and the 12 months A-Match Spanish months with English months and orally say the name of all four seasons and the 12 months H-Write and say all the names of the months, and the four seasons and identify which month is in which season</p> <p>Summative Assessments:</p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language</p> |
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| | | review the months of the year and the four seasons . (9.2.4.A.2) | | vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish. |
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

| <i>English Language Learners</i> | <i>Special Education</i> | <i>At-Risk</i> | <i>Gifted and Talented</i> |
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| <ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling | <ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional | <ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions | <ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study |

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| <ul style="list-style-type: none"> • Provide ELL students with multiple literacy strategies • Word walls • Give page numbers to help the students find answers • Provide visual aids • Provide additional time to complete a task • Use graphic organizers | <ul style="list-style-type: none"> • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations). | <p>verbally and in simple written format. Oral prompts can be provided.</p> <ul style="list-style-type: none"> • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be depicted pictorially and displayed where students can see them during the time of the lesson. • Single word, age appropriate instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, | <ul style="list-style-type: none"> • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping to differentiate instruction by content, process, and/or product. • Real world scenarios • Student Driven Instruction • Use project-based Spanish learning to connect Spanish with real life experiences. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. |
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| | | experts from the community helping with a project, journal articles, and biographies). | |
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

NJSLSA.SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SOCIAL STUDIES:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: Familia- miembros, padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo, ¿Cuántos miembros hay en tu familia?,¿Cómo se llama tu madre/padre?, **Meses del año-**enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, **Cuatro Estaciones-** primavera, verano, otoño, invierno. **Other vocabulary depending on students language levels**

**Englewood Public School District
World Language, Spanish-Second Grade
Third Marking Period**

Unit 3: Clothing, Animals, and Body Parts

Overview: During this unit, students will continue to be introduced to the Spanish language using songs, poems, chants, games, and hands-on learning. Students will learn about items of clothing, common animals, and body parts. Students will also continue learning basic Spanish commands and discussion techniques. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *Interacting and playing games with others will help them expand their Spanish vocabulary.*
- *Identifying, saying, and labeling body parts and clothing in Spanish will help them improve their oral vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Asking and answering questions in Spanish will help increase their oral comprehension skills.*
- *Listening to stories will help them improve their oral comprehension skills.*
- *Responding to basic commands in Spanish will help them follow directions.*
- *Identifying, naming, and labeling items into specific categories will help them increase their vocabulary.*
- *Singing songs in Spanish is an effective way of building oral language skills.*
- *Having simple conversations in Spanish will increase their oral fluency..*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning Spanish vocabulary improve my reading skills?*
- *How does understanding and responding to basic Spanish commands help me communicate better?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me understand texts?*
- *How does learning Spanish increase my content area vocabulary?*

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| 7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical | Topics Identifying colors, learning the four seasons, and learning Spanish commands | Students will watch, listen to and sing songs about clothing items and what to wear depending upon the weather | Spanish Playground-Clothing Songs and Videos https://www.spanishplayground.net/spanish-clothing-songs-kids/ | Benchmark Assessment: Common Formative Assessment |

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| <p>response.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the</p> | <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Learn the four seasons in Spanish • Listen to, learn, and sing Spanish songs • Understand and say Spanish rhymes • Perform direct actions • Ask simple questions in target language. • Recite oral vocabulary • Understand and use common Spanish words related to unit vocabulary • Identify and label clothing, animals, and body parts in Spanish • Follow directions in Spanish • Perform direct actions when given a Spanish command | <p>(6.1.4.A.14, CRP6, 8.1.2.E.1, 9.2.4.A.2)</p> <p>Students will play Simon Says (Simon dice) using descriptive clothing words:</p> <ul style="list-style-type: none"> ○ Stand if you are wearing a blue shirt ○ Point to a person wearing blue pants ○ Turn around if you are wearing black pants ○ Sit if you are wearing a sweater <p>(9.2.4.A.2)</p> <p>Students will orally read and color in Spanish vocabulary cards listing clothing items. (NJSLSA.SL.2.1, CRP6, 9.2.4.A.2)</p> <p>Students complete the words with the correct vowels, which is important for correct pronunciation. They also write about what they are wearing. (NJSLSA.W.2.3, CRP4, CRP6, , 9.2.4.A.2)</p> <p>Students will sing a song about farm animals and read the lyrics of the song (CRP6, 9.2.4.A.2)</p> | <p>Printable Spanish Clothing Vocabulary Cards https://www.spanishplayground.net/spanish-clothing-songs-kids/</p> <p>Clothing Vocabulary Worksheet https://www.spanishplayground.net/wp-content/uploads/2014/11/spanish-clothing-vocabulary-printable.pdf</p> <p>Rockalingua-Farm Animals https://www.rockalingua.com/songs/farm-animals</p> <p>123 Teach Me-Spanish Animal Flashcards https://www.123teachme.com/spanish_flash_cards/category/animals</p> | <p>Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, listening, and singing</p> <p>Teacher will check listening comprehension and memorization by orally dictating a Spanish sentence and having a student identify the sentence on the board</p> <p>Student will demonstrate acquisition of Spanish by: B-Singing a song whose lyrics name clothing items I-Recite 4 clothing items from memory A-Recite at least 6 clothing items from memory H-Recite all clothing items and give examples of clothing items</p> |
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| <p>word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> | | <p>After watching digital Spanish flashcards, students will create Spanish animal index cards for the following animals: el caballo – horse, la cabra – goat, el cerdo – pig, la gallina – hen, el gallo – rooster, el gato – cat, la oveja – sheep, el pájaro – bird, el pato – duck, el perro – dog, el pez – fish, la vaca – cow (CRP6, 8.1.2.E.1, , 9.2.4.A.2)</p> <p>Students will work in small groups and practice naming the different animals in Spanish (NJSLSA.SL.2.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will work with partners and use their animal index cards to categorize animals based upon different attributes (NJSLSA.SL.2.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will watch a short Spanish video about body parts (8.1.2.E.1, 9.2.4.A.2)</p> | <p>YouTube: Learn Body Parts https://youtu.be/3cHWqntYUHI</p> <p>Rockalingua-Body Parts https://rockalingua.com/songs/parts-body</p> <p>Human body outline sample https://www.pinterest.com/pin/365073113518353332/</p> | <p>students are wearing in the classroom</p> <p>Students will demonstrate the following: B-Orally name four animals using picture cues I-Orally name six animals using picture cues A-Orally name 12 animals and write at least 6 animal names H-Orally name and write 12 animals</p> <p>Students will demonstrate the following: B-Sing a Spanish song about body parts</p> |
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| | | <p>Students will learn the lyrics and sing-a-long to a Spanish song about body parts (9.2.4.A.2)</p> <p>After reviewing the Spanish names for body parts, students will create and label a full body self portrait (CRP6, 9.2.4.A.2)</p> <p>Students will play “Pin the Spanish Label on the Body Part”-Students will use post-it notes with Spanish body part labels to play game (CRP6, 9.2.4.A.2)</p> | | <p>I-Recite the body parts song using directed actions A-Play the “Pin the Label on the Body Part” game and orally name 6 body parts H-Orally name all learned body parts from memory and label all body parts on the “Pin the Label on the Body Part” game.</p> <p>Summative Assessments:</p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> |
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| <ul style="list-style-type: none">• Speak and display terminology• Teacher modeling• Peer modeling• Provide ELL students with multiple literacy strategies• Word walls• Give page numbers to help the students find answers• Provide visual aids• Provide additional time to complete a task• Use graphic organizers | <ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Use multi-sensory teaching approaches• Work with a partner• Provide concrete examples• Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).• Provide students with multiple choices for how they can represent their understandings (e.g. | <ul style="list-style-type: none">• Using visual demonstrations, illustrations, and models• Give directions/instructions verbally and in simple written format. Oral prompts can be provided.• Peer Support• Increase one on one time• Teachers may modify instructions by modeling what the student is expected to do• Instructions may be depicted pictorially and displayed where students | <ul style="list-style-type: none">• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Use flexible grouping to differentiate instruction by content, process, and/or product.• Real world scenarios• Student Driven Instruction• Use project-based Spanish learning to |

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| | <p>multisensory techniques – auditory/visual aids; pictures, illustrations).</p> | <p>can see them during the time of the lesson.</p> <ul style="list-style-type: none"> • Single word, age appropriate instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). | <p>connect Spanish with real life experiences.</p> <ul style="list-style-type: none"> • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. |
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

NJSLSA.SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SOCIAL STUDIES:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: **ropa-** camisa, camiseta, blusa, vestido, falda, pantalones, pantalones cortos, ropa interior, suéter, sudadera, chaqueta, abrigo, sombrero, bufanda, guantes, mitones, calcetines, zapatos, **animals-** el caballo, la cabra, el cerdo, la gallina, el gallo, el gato, la oveja, el pájaro, el pato, el perro, el pez, la vaca, **partes del cuerpo-** cabello, cabeza, frente, espalda, cuello, orejas, ojos, boca, dientes, lengua, nariz, mentón, hombros, codos, manos, dedos, torso, barriga, piernas, rodillas, pies, dedos de los pies. **Other vocabulary depending on students language levels.**

Englewood Public School District

World Language, Spanish-Second Grade

Fourth Marking Period

Unit 4: Food, Expression of Feelings, and Language Proficiency Testing

Overview: During this unit, students will continue learning the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn about food, expressing their feelings and eligible students will participate in language proficiency testing. Students will continue to develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can interact and play games with others using Spanish vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple yes and no questions in Spanish.*
- *Identifying, labeling, and naming different foods using Spanish vocabulary words will help them communicate with Spanish speakers.*
- *Singing songs in Spanish will increase their oral language fluency.*
- *They can express their feelings using Spanish vocabulary words.*
- *They can follow simple commands and follow directions in Spanish.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help me understand my feelings?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me improve my content area vocabulary?*
- *How does learning Spanish help me make healthy food choices?*
- *How does learning Spanish increase my vocabulary skills?*

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.4 Describe self and others.</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> | <p style="text-align: center;">Topics</p> <p>Food, expression of feelings, and language proficiency testing</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Listen to, learn, and sing Spanish songs • Ask and answer simple questions in target language • Identify, label, and say the names of different foods in Spanish • Identify, label, and say different expressions of feelings | <p>Students will sing and perform a song about fruits (CRP6, 9.2.4.A.2)</p> <p>Students will watch a Power point presentation about Food from Latin America and read along with the teacher (6.1.4.A.14, CRP6, 8.1.2.E.1, 9.2.4.A.2)</p> <p>Students will assemble and color a mini-book about Latin American food and practice reading food vocabulary and the phrases “Me gusta” and “No me gusta” (I like and I do not like” (NJSLSA.SL.2.1, CRP4, CRP6, , 9.2.4.A.2)</p> <p>Students will work in pairs and talk about foods they like and dislike using learned Spanish vocabulary (NJSLSA.SL.2.1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will learn and perform a Spanish feelings song (CRP6, 9.2.4.A.2)</p> | <p>Rockalingua-Music based Spanish Learning-Fruits https://rockalingua.com/songs/fruits</p> <p>Food From Latin America https://www.spanishplayground.net/me-gusta-activities-spanish-food/</p> <p>https://www.spanishplayground.net/wp-content/uploads/2017/11/me-gusta-book-food-latin-america.pdf</p> <p>Rockalingua “Sentimientos” https://rockalingua.com/songs/how-are-you-feelings</p> <p>Feelings in Spanish: Infographic https://www.spanishplayground.net/feelings-in-spanish-infographic/</p> <p>Spanish Games for Kids; Vocabulary Balloons</p> | <p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessments: Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, and singing</p> <p>Teacher will assess students by observing and/or taking anecdotal notes to determine if students understand and can say unit vocabulary words</p> <p>Students will demonstrate understanding of unit Spanish vocabulary by:</p> <p>B- Orally name four different foods</p> <p>I-Orally name six different foods</p> |
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| <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> | <ul style="list-style-type: none"> • Use print, recorded, and digital media to learn Spanish • Be orally assessed using a standardized oral English proficiency assessment (Heritage speakers and English learners only) | <p>After viewing a digital infographic about how to express yourself in Spanish, Students will work with partners and ask one another how they feel (NJSLSA.SL.2.1, CRP4, CRP12, 8.1.2.E.1, 9.1.4C.1, , 9.2.4.A.2)</p> <p>Students will play vocabulary balloon game and discuss the different feelings on the balloons faces (NJSLSA.SL.2.1, CRP4, CRP12, 8.1.2.E.1, 9.1.4C.1, , 9.2.4.A.2)</p> | <p>https://www.spanishplayground.net/feelings-in-spanish-infographic/</p> | <p>A-Orally name and write 8 or more foods</p> <p>H-Orally name and write any given food and categorize food into a fruit or vegetable</p> <p>Students who are heritage speakers and English learners will participate in one-on-one English proficiency assessments</p> <p>Summative Assessments:</p> <p>Teacher made vocabulary quizzes</p> <p>Unit assessments</p> <p>District benchmark assessments</p> <p>Alternative Assessment:</p> <p>Oral responses</p> <p>Portfolio Assessment</p> |
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Accommodations and Modifications:

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The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

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| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Give page numbers to help the students find answers • Provide visual aids • Provide additional time to complete a task • • Use graphic organizers | <ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations). | <ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be provided. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be depicted pictorially and displayed where students can see them during the time of the lesson. • Single word, age appropriate instructions may be printed out in large print and hung up for the student to see during the time of the lesson. | <ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping to differentiate instruction by content, process, and/or product. • Real world scenarios • Student Driven Instruction • Use project-based Spanish learning to |

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| | | <ul style="list-style-type: none"> • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). | <p>connect Spanish with real life experiences.</p> <ul style="list-style-type: none"> • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. |
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

NJSLSA.SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SOCIAL STUDIES:

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6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.4.A.2 Identifying various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Key Vocabulary: comida-el maíz, el aguacate, la calabaza, el chile, la papaya, el chocolate, el tomate, las naranjas, las fresas, las manzanas, las uvas, las cerezas, la sandía, las peras, la piña, frutas, vegetales, la papa, el maní / el cacahuete, lechuga, zanahoria, brócoli, desayuno, almuerzo, cena, huevos, arroz, pan, cereal, fruta, sándwich, bebida, papas fritas, aperitivos, frijoles, pescado, pollo, carne de res, **sentimientos**- Estoy feliz, triste, asustada, nerviosa, emocionada, enojada, tímida, orgullosa, enferma, bien. **Other vocabulary depending on students language levels**

Eschucar



Escribir



Leer



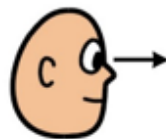
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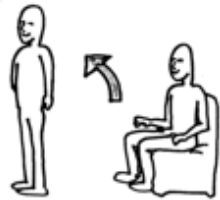
Señalar



Ver



Pararse



Beber



Tocar



jugar



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comer

