

Teacher: Core  
 Ele Spanish  
 Gr. 2 Year: 2016-17  
 Course: Ele Month: All  
 Spanish Gr. 2 Months

Essential Questions	Content	Grammar Structure	Knowledge and Skills	Vocabulary	Assessments	Lessons	Recommended Stories/ Recommended Stories/ Resources	Standards
How will I have a conversation with a native Spanish speaker? How will I respond to what I hear and interpret what I read in Spanish? How can I better understand, respect, and embrace a culture with different practices and beliefs? How can participating in the story telling procedures prepare me to communicate in Spanish?	Classroom expressions and commands, greetings and goodbyes, introductions, expressing feelings, numbers, colors, months of the year, parts of the face, the human body, expressing body pain, clothing vocabulary	Review: Me llamo, ¿Cómo te llamas? Se llama, ¿Cómo estás? Estoy_____, ¿Cuántos años tienes? Yo tengo_____ años. Ve, va a, tiene  <b>NEW</b> quiere, no quiere, me duele, me duelen, me pongo, se pone, ¿Qué llevas puesto? Llevo puesto... me gusta, me gustan,	I can understand and respond to important classroom commands that Spanish speaking people use daily in the classroom. I can react and respond to TPR activities in every class. I can explain the story telling procedures. I can greet someone and say goodbye to someone in Spanish. I can introduce myself in Spanish. I can ask for someone's name in Spanish. I can ask and answer the question "how old are you?" in Spanish. I can tell someone how I'm feeling. I can ask someone how he/she is feeling. I can say my numbers one through twenty. I can describe something using color words in Spanish. I can say the months of the year in Spanish. I can recognize and identify body parts in Spanish. I can say what body parts are hurting. I can recognize and identify clothing items in Spanish. I can answer the question "what are you wearing" in Spanish. I can say what clothing I am putting on and describe what clothing someone else is putting on. I can read and understand a short story in Spanish. I can understand my teacher's story questions in Spanish and answer her questions in Spanish. I can describe a story illustration using the new vocabulary words learned in class.	Classroom vocabulary Siéntense rápido Levántense despacio Caminen Hablen Miren Escuchen <b>Dame</b> <b>Cinco:</b> 1. boca cerrada canten 2. Ojos en mí bailen 3. Listos para escuchar abren 4. Manos para tí cierren guarden ** puedo ir al baño? **	Writing and Speaking Assessments: <b>"Monster assessment"</b> - el cuerpo Students will create, label and present their own monster to demonstrate understanding of the new body part vocabulary words. <b>"bandaid assessment"</b> - me duele/me duelen with body parts. Students will place labeled bandaid on a picture of a child. Next, the student will write a sentence to describe what body part hurts. <b>"La ropa vocabulary assessment"</b> Students will first, match a picture of a clothing item to the corresponding vocabulary word in Spanish. Next, they will answer the question "¿Qué ropa tienes tú? student will answer the question appropriately in Spanish both orally and in writing.	TPR and story telling posters, <b>Los números:</b> <b>Story book:</b> <b>Cinco monitos brincando en la cama.</b> Los colores Story book: Pete the cat <b>Los meses del año:</b> Months of the year in Spanish <b>Body parts:</b> La tía Monica song (in shared folder) Head and shoulders song in Spanish, Story books: Froggy se viste, De cabeza a los pies, <b>La ropa:</b> stick figure clothing activity	1.1-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions 1.2-Students understand and interpret written and spoken language on a variety of topics 1.3-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 3.1-Students reinforce and further their knowledge of other disciplines through the foreign language 3.2-Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures 4.1-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own 4.2-Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	

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### **Los saludos**

Hola  
Buenos días  
Buenas  
tardes  
Buenas  
noches

### **Las despedidas**

Adiós  
Chao  
Que estés  
bien  
Hasta luego

### **Introduccio ns:**

¿Cómo  
te llamas?  
Me llamo  
¿Cuántos  
años tienes?  
Yo  
tengo \_\_\_\_\_  
\_\_ años  
¿Cómo  
estás?  
Estoy \_\_\_\_\_  
bien, muy  
bien, así así,  
mal

### **Los meses**

enero,  
febrero,  
marzo, abril,  
mayo, junio,  
julio,  
agosto,  
septiembre,  
octubre,  
noviembre,  
diciembre

### **Los números**

0-20

El  
vocabulario  
de la cara  
cara,  
cabeza,  
pelo, nariz,  
ojos, orejas

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**el cuerpo humano**  
el hombro/  
los  
hombros, la  
mano/las  
manos, el  
brazo/los  
brazos, el  
codo/los  
codos, el  
estómago,  
la pierna/las  
piernas, la  
rodilla/las  
rodillas, el  
pie, los pies

**la ropa** la  
camiseta, la  
camisa, la  
falda, el  
vestido, los  
pantalones,  
los  
pantalones  
cortos, las  
medias, las  
botas, los  
zapatos, los  
tenis, la  
chaqueta, el  
suéter, el  
sombrero