

# Spanish

## Grades K-2

**Prepared by:**

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***Superintendent of Schools:***

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**Born on Date August 22, 2022**

## **Course Description:**

Students will understand that Spanish comes from Spain and they will be able to connect Spanish to English through cognates. Students will be able to pronounce Spanish words by learning the alphabet. They will then alphabetize words and use a bilingual dictionary. Students will listen to bilingual stories such as Mafiana Iguana and then work in groups to create their own bilingual books. This project will mirror the writing process that they are learning in their classrooms. Students will create flashcards for the thematic units: salutations, days of the week, body and clothing. Students will participate in cultural activities from Mexico to better appreciate and respect diversity.

## **Course Sequence:**

Unit 1: Greetings and Farewells, respect for other cultures: 10 weeks

Unit 2: Alphabet, Culture – Day of the Dead, Mexico: 8 weeks

Unit 3: Commands, Personal Information, Feelings: 6 weeks

Unit 4: Clothing, Cinco de Mayo: 9 weeks

**Unit 1 - Overview****Content Area: Spanish****Unit Title:** Greetings and Farewells, Respect for other Cultures**Grade Level:** Grade 2 Spanish**Unit Summary:**

Students will be able to say hello, good morning, good afternoon, good night, goodbye, see you later, nice to meet you, teacher and friend in Spanish. They will use their "Spanish" name, and be able to ask and answer "*Como te llamas?*" "*me llama*" and "*Como estas?*" They will learn that Spanish is a language that comes from Spain and is spoken in 20 countries throughout the world. They will learn numbers 1-20, colors and polite words. Students will understand why it is important to learn a foreign language and respect other cultures (this ties in to MP Week of Respect and Hispanic Heritage month- Sept 15-Oct 15) They will brainstorm what influences the Hispanic culture has brought to the U.S.

**Unit 1 - Standards****Standards (Content and Technology):****CPI#:****Statement:****NJSLS 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.

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 cultures.

7.1.NL.IPRET.4

Recognized a few memorized words related to weather and climate in the target culture and in students' own culture in highly contextualized oral texts.

7.1.NL.PRSNT.3

Imitate a few culturally authentic gestures when greeting others and during leave taking.

7.1.NL.IPRES.5

Enact a few culturally authentic gestures when greeting others and during leave taking.

**Career Readiness, Life Literacies and Key Skills**

9.4.2.GCA:1

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

**Computer Science and Design Thinking**

8.2.2.ITH.3

Identify how technology impacts or improves life.

8.2.2.EC.1

Identify and compare technology used in different schools, communities, regions, and parts of the world.

**Interdisciplinary Connection (Standard)**

6.1.2.Geo.SV.3	<b>Social Studies:</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
6.1.2.Geo.HE.2	<b>Social Studies:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Why do you think it is important to learn another language?</li> <li>• How can we show respect to others who speak a different language and come from a different culture?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The Spanish language originates from Spain.</li> <li>• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30- 40% of all words in English have a related word in Spanish.</li> <li>• Target vocabulary-that will be used all throughout the</li> </ul>
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<ul style="list-style-type: none"> <li>• What is a cognate and how is it very helpful when learning a new language?</li> </ul>	year: ex. "Buenos dias Senora" "Como estas?-Estoy muy bien etc"
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Talk about the importance of learning another language and connect their prior language to any Spanish they might already know or learned from last year.</li> <li>• Introduce themselves using "Me llamo" and their Spanish name.</li> <li>• Recognize and pronounce greeting words in Spanish to use in a conversation.</li> <li>• Express their feelings using Spanish vocabulary.</li> <li>• Define and identify cognates in Spanish and English.</li> <li>• Brainstorm Hispanic influences on the United States with respect to food, music, sports, words borrowed from Spanish.</li> <li>• Review numbers to 20 and colors.</li> <li>• Locate Spain and 20 Spanish speaking countries on a map.</li> </ul>	
<b>Evidence of Learning</b>	

**Formative Assessments:**

- Thumbs up/down
- Flash Cards
- Discussions and questioning
- Observation of oral discourse/dialogues
- Worksheets-cognates, greetings
- Pronunciation of target vocabulary
- Student participation

**Summative/Benchmark Assessment(s):**

- Listening Activities
- Dialogues with teacher then partners
- Class discussions – think, pair, share
- Teacher observations

**Alternative Assessments:**

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

**Resources/Materials :**

- Cd player
- ELMO
- Inter-write board

**Modifications:****Special Education Student/504**

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

**English Language Learners**

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

**At-Risk Students:**

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

**Gifted and Talented Students**

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

### Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is your name?	Given Spanish name{ same as last year) how to pronounce, answer "Como te llamas" "Me llamo" brainstorm Spanish words we remember from last year or may have learned over the summer.	1 Class Period
Greetings and Feelings	"Buenos dias, Buenas tardes, Buenas noches, mucho gusto, hasta luego, por favor, gracias, de nada" maestro/a and amigo/a-review why it is "o" verses "a" masculine and feminine. Make flash cards and work with partner. <i>Como estas?</i> Estey muy bien, asf-asf, mal	2 Class Periods
Hispanic Heritage	Spanish comes from Spain, show on map plus all countries that speak Spanish; brainstorm influences of Hispanic culture on U.S, How we can show respect to people of other cultures; what is a cognate; think, pair, share cognates	3 Class Periods
Numbers and Colors	Review Spanish numbers to 20, pronounce and review colors, color by numbers in Spanish	2 Class Periods
Cual es tu color favorito?	Where are the cognates to help you understand this sentence? Survey each other, using Spanish sentence, then graph results.	2 Class Periods

#### Teacher Notes:

#### Additional Resources:

- Map of Spain and 19 countries
- "Sing and Learn Spanish CD"
- worksheets from Teach them Spanish-Grade 2
- [www.abcteach.com](http://www.abcteach.com)
- [www.spanish4teachers.org](http://www.spanish4teachers.org)
- [www.abcteach.com](http://www.abcteach.com),

- [www .spanish4t eachers.org](http://www.spanish4teachers.org)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.languagesresourc es.co.uk](http://www.languagesresources.co.uk)
- [www.sg\\_anishkidstuff.com](http://www.sg_anishkidstuff.com)

## Unit 2 - Overview

### Content Area: Spanish

**Unit Title:** Alphabet, Communication, Day of the Dead - Mexico

**Grade Level:** Grade 2 Spanish

### Unit Summary:

Students will be able to recognize and pronounce letters of the Spanish alphabet, create a class alphabet book, and count to thirty in Spanish. Students will communicate using practiced and memorized phrases and words. They will answer questions on familiar topics and express personal needs with memorized words and phrases. Students will make comparisons between the Spanish countries and their own. Students will celebrate Day of the Dead by making zempasuchitl (marigolds), hearing a story and building an altar.

## Unit 2 - Standards

### Standards (Content and Technology):

**CPI#:**

**Statement:**

### NJSLS Standards

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.4	React to a few procedural instructions, directions, and commands in classroom situations.
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 and in students' own culture.

### Career Readiness, Life Literacies and Key Skills

9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

### Computer Science and Design Thinking

8.2.2.ITH.1	Identify products that are designed to meet human wants and needs.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

### Interdisciplinary Connection (Standard)

1.3A.2.Cr1a	<b>Arts:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
6.1.2.Geo.HE.2	<b>Social Studies:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are the similarities and differences between the</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Spanish alphabet has 30 letters with sounds</li> </ul>
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<p>Spanish and English alphabets?</p> <ul style="list-style-type: none"> <li>What are commonly used phrases when learning a new language.</li> <li>Why do you think the Mexican people consider Dia de Los Muertos a happy holiday, even when it centers around death?</li> </ul>	<ul style="list-style-type: none"> <li>Spanish number 1-30</li> <li>Recite commonly used phrases when learning a new language</li> <li>The holiday of Dia de Los Muertos dates back to the Aztecs to honor people who have passed on; specific decorations are used to make altars in order to bring back their loved ones, such as: favorite foods, candles, marigolds, pictures. This is a happy holiday.</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>Recite, recognize and pronounce the letters of the Spanish alphabet.</li> <li>Identify the number patterns to count to 30 in Spanish.</li> <li>Create an alphabet book in Spanish.</li> <li>Sing the "Alphabet song" in Spanish.</li> <li>Participate in the Mexican holiday of The Day of the Dead such by making the marigolds and creating an "altar"</li> </ul>
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<p style="text-align: center;"><b>Evidence of Learning</b></p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Discussions and questioning</li> <li>Worksheets-math in Spanish</li> <li>Pronunciation of target vocabulary</li> <li>Student participation</li> <li>Songs</li> <li>"Si or No"</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Listening Quiz</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Project-based assessment of material covered in class</li> <li>Create a video of answers using Flipgrid</li> </ul> <p><b>Resources/Materials :</b></p> <ul style="list-style-type: none"> <li>Cd player</li> <li>ELMO</li> </ul>
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- Inter-write board
- Gold tissue paper
- “Altar” kit

**Modifications:**

**Special Education Student/504**

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

**English Language Learners**

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking

- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

**At-Risk Students:**

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

**Gifted and Talented Students**

- Anchor activities
- Appoint as teacher’s helpers
- Assign additional internet activities

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Dia de Los Muertos	Hear the story about this holiday and a brief power point, class discussion, create altar on the board with cut out kit, create a mini Day of the Dead book or make marigolds.	1 Class Period
Alfabeto	Listen to <u>F is for Fiesta</u> , sing alphabet song, look at Spanish alphabet on board and find differences and similarities, pronounce letters, create alphabet book	3 Class Periods

Numbers	Review numbers 1-20, use "veinti" pattern to count to 29, then treinta, "Cuenta" song, math worksheets in Spanish (tiered_a_ll_le_v_e_ls)_	1 Class Period and ongoing
Communciation	Listen to Spanish songs and watch dances and make comparisons to own culture. Identify those differences and how they are reflective of cultures.	2 Class Periods
Concept review	Alphabet flashcards "Si or No" game: does it begin with the same word in English, Freeze dance on a Spanish letter, "Around the world" game with numbers, listening quiz-write the letter or number teacher says in Spanish.	1 Class Period
<b>Teacher Notes:</b>		
<b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• Dia de Los Muertos and F is for Fiesta</li> <li>• Map of Mexico</li> <li>• Worksheets from <a href="#">Teach them Spanish – Grade 2</a></li> <li>• Mexican Holidays</li> <li>• Spanish websites</li> </ul>		

<b>Unit 3 - Overview</b>
<b>Content Area: Spanish</b>
<b>Unit Title:</b> Commands, Personal Information, Feelings

<b>Grade Level:</b> Grade 2 Spanish	
<b>Unit Summary:</b> Students will respond to commands, directions and requests using physical actions and gestures. Students will use common phrases to identify parts of the body in Spanish both orally and in written form. Students will learn to communicate their feelings using key words and phrases and share personal information.	
<b>Unit 3 - Standards</b>	
<b>Standards</b> (Content and Technology):	
<b>CPI#:</b>	<b>Statement:</b>
<b>NJSLS Standards</b>	
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.PRET.2	Respond with physical actions and/or gestures to simple oral directions, commands and requests.
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.PRST.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures and visuals.
7.1.NL.IPRES.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures and visuals.
<b>Career Readiness, Life Literacies and Key Skills</b>	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.3	Identify factors that influence people to spend or save.
<b>Computer Science and Design Thinking</b>	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
<b>Interdisciplinary Connection (Standard)</b>	

2.1.2.PGD.5	<b>Health and Physical Education:</b> List medically accurate names for body parts, including the genitals.
6.1.2.Geo.HE.2	<b>Social Studies:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What body words in Spanish help you connect to English meanings?</li> <li>• How can you connect manos, brazos, cuerpo etc?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Parts of the body-make connections to English, ex. manos(hands) manicure, estomago</li> <li>• Yo tengo- I have but also used with age</li> <li>• Describing words come after noun ex.ojos azules-blue eyes</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Recite, recognize and pronounce parts of the body.</li> <li>• Answer "Que es esto?" with a body part.</li> <li>• Respond to commands in Spanish ex. "Toca la cabeza"</li> <li>• Sing "Heads, Shoulders, Knees and Toes" in Spanish.</li> <li>• Play Simon Says in Spanish.</li> <li>• Describe themselves and express age using "Yo tengo."</li> </ul>	

## **Evidence of Learning**

### **Formative Assessments:**

- Discussions and questioning
- “Toca” and “Cuerpo” and “Simon Dice” games
- Teacher Conferences
- Songs
- Worksheets-label body, word search, crossword
- Body flashcards
- Student participation

### **Summative/Benchmark Assessment(s):**

- Listening Quiz
- Draw and Label Self

### **Alternative Assessments:**

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

### **Resources/Materials :**

- Cd player
- ELMO
- Inter-write board

**Modifications:****Special Education Student/504**

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

**English Language Learners**

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

**At-Risk Students:**

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

**Gifted and Talented Students**

- Anchor activities
- Appoint as teacher's helpers
  - Assign additional internet activities

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**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Body	Cuerpo, cabeza, ojos, nariz, orejas, boca, cara, pelo, I dientes, hombros, brazos, manos, dedos, estomago, piernas, pies,- say and touch, sing "Head Shoulders", worksheets	1 Class Period and ongoing through out Unit
Flashcards	Make flashcards to put on ring, practice with a partner, "Cuerpo g_ame"	1 Class Period
Yo Tengo	Review tCuantos afios tienes? Use yo tengo to describe oneself as well. Adjective comes after and must "agree"	1 Class Period
Games	Review concepts learned and partner practice, create "self" project, listen to "Body Rap"	2 Class Periods
Pobrecito	Computer game where a body part	1 Class Period

Jose	is missing Jose no tiene -- listening quiz	
<b>Teacher Notes:</b>		
<b>Additional Resources:</b> Spanish body rap music CD Worksheets from <a href="#">Teach them Spanish – Grade 2</a> <a href="#">www.abcteach.com</a> , <a href="#">www.spanish4teachers.org</a> , <a href="#">www.enchantedlearning.com</a>		

<b>Unit 4 - Overview</b>	
<b>Content Area: Spanish</b>	
<b>Unit Title:</b> Clothing in Spanish, El Cinco de Mayo, Review	
<b>Grade Level:</b> Grade 2 Spanish	
<b>Unit Summary:</b> Students will be able to identify clothing in Spanish and say "Yo llevo" to say what they are wearing or "El or Ella lleva" to what their classmate is wearing. Students will review what a cognate is, as there are many in clothing and what a false cognate is as well. Students will learn about the Mexican holiday of Cinco de Mayo and that it is NOT Mexico's Independence day, why we celebrate it here, ending with a class celebration and dancing the Mexican Hat dance.	
<b>Unit 4 - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>

<b>NJSLS Standards</b>	
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.
7.1.NL.IPRES.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
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.IPRET.4	Recognized a few memorized words related to weather and climate in the target culture and in students' own culture in highly contextualized oral texts
7.1.NL.IPRES.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture and in students' own culture.
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 and in students' own culture.
<b>Career Readiness, Life Literacies and Key Skills</b>	
9.4.2.CT.1	Gather information about an issue, such as climate change and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.3	Use a variety of type sof thinking to solve problems.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
<b>Computer Science and Design Thinking</b>	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
<b>Interdisciplinary Connection (Standard)</b>	

W.2.5	<b>Writing:</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
6.1.2.Geo.HE.2	<b>Social Studies:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Why do we celebrate Cinco de Mayo here? How do other culture's holidays get celebrated in this country, like St. Patrick's Day, Cinco de Mayo?</li> <li>• Ropa means clothing, is it a cognate or false cognate? Why do you think?</li> <li>• Can you find other cognates in clothing in Spanish?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Target vocabulary-clothing – so many of which are cognates</li> <li>• Cognates vs False Cognates</li> <li>• Verb conjugate, we do it in English; Yo llevo – I wear, Ella lleva – she wears</li> <li>• Mexico is our neighbor; we get food, music, words etc</li> <li>• Cinco de Mayo is NOT Mexico's Independence Day, but a celebration for winning a battle against the French</li> <li>• When we move form one country to another, we take our culture and traditions with us</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Identify, pronounce and write articles of clothing in Spanish.</li> <li>• Describe one's own outfit with Yo llevo.</li> <li>• Describe a classmate's outfit with El or Ella lleva.</li> <li>• Differentiate between cognates and false cognates.</li> </ul>	

- Locate Mexico on the map and which states were originally in Mexico.
- Brainstorm Mexican influences on the U.S ex. tacos, salsa, pinatas.
- Explain why Cinco de Mayo is NOT Mexico's independence day.
- Celebrate Cinco de Mayo with authentic celebration.

### **Evidence of Learning**

#### **Formative Assessments:**

- Discussions and questioning
- Worksheets-label clothing, word search, clothing riddle sheet
- Clothing Flash Cards
- Flash card races – year end review
- Si or No Game
- Review Games
- Student participation
- Exit tickets

#### **Summative/Benchmark Assessment(s):**

- Suitcase project – Listening Activity
- Year end Quiz

#### **Alternative Assessments:**

- Project-based assessment of material covered in class
- Create a video of answers using Flipgrid

#### **Resources/Materials :**

- Cd player
- ELMO
- Inter-write board



**Modifications:****Special Education Student/504**

- Preferential seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Have students set personal growth goals

**English Language Learners**

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language

**At-Risk Students:**

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

**Gifted and Talented Students****Midland Park Public Schools**

- Anchor activities
- Appoint as teacher's helpers
- Assign additional internet activities

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Discussion about Mexico	Locate on map, states that border it, Brainstorm influences from Mexico. Ex. taco, piñatas etc., Why it is NOT Mexico's independence day.	1 Class Period
Cinco de Mayo	Celebration, chips and salsa, dancing, Mexico worksheet, exit tickets.	1 Class Period
Clothing	What does "ropa" make you think of in English? Ropa, camisa, vestido, falda, pantalones, zapatos, calcetines, gorro, sombrero, blusa, sandalias, botas. Use flashcards, then make own, cognates and	2 Class Periods and rest of Unit

	false cognates, worksheets.	
Yo llevo	Talk about what we are wearing. Si or No game. Fashion show with partner what they are wearing el or ella lleva.	1 Class Period
La Maleta	Suitcase activity for listening.	1 Class Period
Year end review	Games, challenge sheets, year end quiz	3 Class Periods

### Teacher Notes:

#### Additional Resources:

Spanish clothing Rap Music CD

Worksheets from Teach Them Spanish – Grade 2

[www.abcteach.com](http://www.abcteach.com),

[www.spanish4teachers.org](http://www.spanish4teachers.org), [www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.languagesresources.co.uk](http://www.languagesresources.co.uk)

[www.spanishkidstuff.com](http://www.spanishkidstuff.com)

[www.donquijote.org](http://www.donquijote.org)

[www.teachersfirst.com/holiday/cinco](http://www.teachersfirst.com/holiday/cinco).