



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
**CURRICULUM**

# Spanish Grade 2

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## Spanish-Grade 2

### Course Description:

Second Grade Spanish builds upon the vocabulary learned in first grade with more emphasis on speaking. 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 Mañana 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.

### Suggested Course Sequence:

Unit 1: Greetings and Farewells, respect for other cultures: 6 weeks

Unit 2: Alphabet, Culture-Day of the Dead-Mexico: 6 weeks

Unit 3: Days of the week, bilingual dictionaries, bilingual books, December holidays: 11 weeks

Unit 4: Parts of the body: 6 weeks

Unit 5: Clothing in Spanish, El Cinco de Mayo, review: 9 weeks

## Unit Overview

**Content Area:** Spanish

**Unit Title:** Unit 1 Greetings and Farewells, respect for other cultures

**Target Course/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 "¿Cómo te llamas?" "me llamo" and "¿Cómo estás?" They will learn that Spanish is a language that comes from Spain and is spoken in 20 countries throughout the world. They will brainstorm words they remember from last year and learn what a cognate is. They will review 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.

**21<sup>st</sup> century themes:** Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

## Learning Targets

### Standards:

**7.1 Communication:** All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

**7.2 Culture:** All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

**CPI#** Cumulative Progress Indicator (CPI) \***NM Novice-mid**  
**Modes- A: Interpretive B: Interpersonal C: Presentational**

**7.1 NM A.1** Recognize familiar spoken words and phrases

**7.1 NM A.2** Demonstrate comprehension of simple oral directions, requests, and commands

**7.1 NM B.3** Imitate appropriate gestures and intonations of target language

**7.1 NM B.4** Ask and respond to simple questions and express preferences based on memorized words and phrases

**7.1 NM B.5** Exchange information using words and phrases in class on familiar topics

**7.1 NM C.2** Imitate/recite songs in target language

**7.2 NM A.1** Develop personal identity through experiences that occur in one's family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes

### Unit Essential Questions

- Why do you think it is important to learn another language?
- How can we show respect to others who speak a different language and come from a different culture?
- What is a cognate and how is it very helpful when learning a new language?

### Unit Enduring Understandings

- The Spanish language originates from Spain.
- 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.
- Target vocabulary-that will be used all throughout the year: ex. "Buenos dias Señora" "¿Cómo estas?-Estoy muy bien etc...."

### Unit Learning Targets

*Students will...*

- 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.
- Introduce themselves using "Me llamo" and their Spanish name.
- Recognize and pronounce greeting words in Spanish to use in a conversation.
- Express their feelings using Spanish vocabulary.
- Define and identify cognates in Spanish and English.
- Brainstorm Hispanic influences on the United States with respect to food, music, sports, words borrowed from Spanish.
- Review numbers to 20 and colors.
- Locate Spain and 20 Spanish speaking countries on a map.

## Evidence of Learning

**Summative Assessment (6 class periods that meet weekly)**

Listening activities

Dialogues with teacher then partners

Class discussions- think, pair, share

Teacher observations

**Equipment Needed:** Cd player, ELMO, Inter-write board,**Teacher Resources:** Map of Spain and 19 countries, "Sing and learn Spanish CD" worksheets from [Teach them Spanish-Grade 2](http://Teach them Spanish-Grade 2) and many online websites [www.abcteach.com](http://www.abcteach.com), [www.spanish4teachers.org](http://www.spanish4teachers.org), etc..**Formative Assessments**

- Discussions
- Questioning
- Observation of oral discourse
- Pronunciation of target vocab
- Thumbs up/down
- Flash cards
- Worksheets-cognates, greetings
- Student participation

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>What is your name?</b> 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.	Class period
2	<b>Greetings and feelings</b> "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. ¿Como estás? Estoy muy bien, así-así, mal	2 Class periods
3	<b>Hispanic Heritage:</b> 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	Class period
4	<b>Numbers and colors:</b> Review Spanish numbers to 20, pronounce and review colors, color by numbers in Spanish	Class period
5	<b>¿Cuál es tu color favorito?</b> Where are the cognates to help you understand this sentence? Survey each other, using Spanish sentence, then graph results.	Class period

**Teacher Notes:**

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.abcteach.com](http://www.abcteach.com),[www.spanish4teachers.org](http://www.spanish4teachers.org),[www.enchantedlearning.com](http://www.enchantedlearning.com)[www.languagesresources.co.uk](http://www.languagesresources.co.uk)[www.spanishkidstuff.com](http://www.spanishkidstuff.com)

## Unit Overview

**Content Area:** Spanish

**Unit Title:** Unit 2 Alphabet, Culture-Day of the Dead-Mexico

**Target Course/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, count to 30 in Spanish, and they will celebrate Day of the Dead by making zempasúchitl (marigolds), hearing a story and building an altar.

**21<sup>st</sup> century themes:** Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills

## Learning Targets

### Standards:

**7.1 Communication:** All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

**7.2 Culture:** All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

**CPI#** Cumulative Progress Indicator (CPI) \*NM Novice-mid  
**Modes- A: Interpretive B: Interpersonal C: Presentational**

**7.1 NM A.1** Recognize familiar spoken words and phrases

**7.1 NM A.2** Demonstrate comprehension of simple oral directions, requests, and commands

**7.1 NM B.3** Imitate appropriate gestures and intonations of target language

**7.1 NM B.4** Ask and respond to simple questions and express preferences based on memorized words and phrases

**7.1 NM B.5** Exchange information using words and phrases in class on familiar topics

**7.1 NM C.2** Imitate/recite songs in target language

**7.2 NM A.1** Develop personal identity through experiences that occur in one's family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes

**7.2 NM B.5** Observe and participate in culturally authentic activities

### Unit Essential Questions

- What are the similarities and differences between the Spanish and English alphabets?
- Why do you think the Mexican people consider Dia de Los Muertos a happy holiday, even when it centers around death?

### Unit Enduring Understandings

- Spanish alphabet has 30 letters with sounds similar and different to English. Ex. "E" makes the long "A" and "I" makes the long "E" sounds.
- Spanish numbers 1-30
- The holiday of Dia de Los Muertes 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.

### Unit Learning Targets

*Students will...*

- Recite, recognize and pronounce the letters of the Spanish alphabet.
- Identify the number patterns to count to 30 in Spanish.
- Create an alphabet book in Spanish.
- Sing the "Alphabet song" in Spanish.
- Participate in the Mexican holiday of The Day of the Dead such by making the marigolds and creating an "altar"

## Evidence of Learning

### Summative Assessment (6 class periods that meet weekly)

Listening quiz

**Equipment Needed:** Cd player, ELMO, Inter-write board, gold tissue paper, "altar" kit, pipe cleaners

**Teacher Resources:** [Dia de Los Muertos](#) and [F is for Fiesta](#) , map of Mexico, worksheets from [Teach them Spanish-Grade 2](#) and [Mexican Holidays](#) and many online websites [www.abcteach.com](http://www.abcteach.com), [www.spanish4teachers.org](http://www.spanish4teachers.org), etc..

### Formative Assessments

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|--|--|
| <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Questioning</li> <li>• Pronunciation of letters</li> </ul> | <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Songs</li> <li>• Worksheets-math in Spanish</li> <li>• "Sí or No"</li> </ul> |
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## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Dia De Los Muertos:</b> 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.	Class period
2	<b>Alfabeto:</b> listen to <u><a href="#">F is for Fiesta</a></u> , sing alphabet song, look at Spanish alphabet on board and find differences and similarities, pronounce letters, create alphabet book	2-3 Class periods
3	<b>Numbers:</b> review numbers 1-20, use "veinti" pattern to count to 29, then treinta, "Cuenta" song, math worksheets in Spanish (tiered all levels)	Class period plus ongoing
4	<b>Concept review:</b> 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.	Class period

### Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

- [www.abcteach.com](http://www.abcteach.com),
- [www.spanish4teachers.org](http://www.spanish4teachers.org),
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.languagesresources.co.uk](http://www.languagesresources.co.uk)
- [www.slideshare.net/ptineo/day-of-the-dead-ppt-presentation](http://www.slideshare.net/ptineo/day-of-the-dead-ppt-presentation)

## Unit Overview

<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit 3- Days of the week, bilingual dictionaries, bilingual books, December holidays
<b>Target Course/Grade Level:</b>	Grade 2 Spanish
<b>Unit Summary:</b>	Students will be able to identify days of the week in Spanish and use to answer questions like “What is today? Tomorrow? Favorite day? ; Students will use alphabet skills in Spanish to put in ABC order to then use bilingual dictionaries; students will work on group project to create own bilingual book modeled from <u>Mañana Iguana</u> ; students will sing <i>Jingle Bells</i> in Spanish and compare and contrast Three Kings Day to Christmas.
<b>21<sup>st</sup> century themes:</b>	Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills, Social skills

## Learning Targets

**Standards:**

**7.1 Communication:** All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

**7.2 Culture:** All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

<b>CPI#</b>	Cumulative Progress Indicator (CPI) <b>*NM Novice-mid Modes- A: Interpretive B: Interpersonal C: Presentational</b>
<b>7.1 NM A.1</b>	Recognize familiar spoken words and phrases
<b>7.1 NM A.2</b>	Demonstrate comprehension of simple oral directions, requests, and commands
<b>7.1 NM B.3</b>	Imitate appropriate gestures and intonations of target language
<b>7.1 NM B.4</b>	Ask and respond to simple questions and express preferences based on memorized words and phrases
<b>7.1 NM C.2</b>	Imitate/recite songs in target language
<b>7.1 NM C.4</b>	Present information orally or in writing
<b>7.2 NM A.1</b>	Develop personal identity through experiences that occur in one’s family/community/culture to relate to other cultures with respect to friends, family, foods, pastimes
<b>7.2 NM B.5</b>	Observe and participate in culturally authentic activities

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• When translated back to English, why doesn’t “Cascabeles” have the same words as “Jingle Bells?”</li> <li>• What are the similarities and differences between how Hispanic children celebrate the holidays during the Christmas season?</li> <li>• What do you need to do to look up the word “chaqueta” in the bilingual dictionary?</li> <li>• What book is <u>Mañana Iguana</u> like?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Three Kings Day is when children in Spanish speaking countries get their gifts.</li> <li>• When translating our holiday songs into Spanish, they lose their rhythm and sometimes need different words all together to “fit”.</li> <li>• ABC order in Spanish must include the extra 4 letters.</li> <li>• Days of the week in Spanish-not capitalized, start on Monday</li> <li>• Working in a group</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Recite, recognize and pronounce days of the week in Spanish.
- Answer “¿Qué día es hoy/mañana?” and “¿Cuál es tu día favorito?” using target vocabulary.
- Sing “Cascabeles”(Jingle Bells) in Spanish, and compare why it is different in Spanish.
- Participate in Three Kings Day by making crowns.
- Put Spanish words in ABC order.
- Use bilingual dictionaries to look up words in Spanish to English and English to Spanish.
- Create a bilingual book to incorporate days of the week, bilingual dictionary skills, and group dynamics.

## Evidence of Learning

### Summative Assessment (10 class periods that meet weekly)

Bilingual book project-rubric

presentation of story

**Equipment Needed:** Cd player, ELMO, Inter-write board, laminate machine

**Teacher Resources:** [Celebrate Christmas and Three Kings Day](#) and [Mañana Iguana](#) ,Spanish holiday music CD, worksheets from [Teach them Spanish-Grade 2](#) and many online websites [www.abcteach.com](http://www.abcteach.com), [www.spanish4teachers.org](http://www.spanish4teachers.org), etc..

### Formative Assessments

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| <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Questioning</li> <li>• Dictionary scavenger hunt races</li> <li>• Teacher conferences</li> </ul> | <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Songs</li> <li>• Worksheets-ABC order, days of the week, wordsearch</li> <li>• Day of the week flashcards</li> </ul> |
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## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Jingle Bells:</b> hear song on Cd, look at written song on ELMO, find the Spanish letter in the song, and translate it, why? Guess other songs sung in Spanish.	Class period
2	<b>Dia de Los Reyes Magos:</b> listen to story <u><a href="#">Celebrate Christmas and Three Kings Day</a></u> , compare and contrast holidays, make crowns	Class period
3	<b>Bilingual dictionaries:</b> review letters of the alphabet, model how to use dictionaries English to Spanish, Spanish to English, scavenger hunt with partner	Class period
4	<b>Days of the week:</b> on IW board, what is different from English, pronounce, dia song, ask and answer “¿Qué dia es hoy/mañana?” , worksheets Ask “¿Cuál es tu dia favorito?” survey students, predict results and graph, make flashcards to add to ring, partner practice	2 Class periods and ongoing
5	<b>Bilingual Books:</b> Days of the week review, listen to <u><a href="#">Mañana Iguana</a></u> , what book is it like in English? Teacher puts in groups, explain project, rubric, work on book through writing process, outline, rough draft, revise, final, class presentations	5-6 class periods

### Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

- [www.abcteach.com](http://www.abcteach.com),
- [www.spanish4teachers.org](http://www.spanish4teachers.org),
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.languagesresources.co.uk](http://www.languagesresources.co.uk)



## Unit Overview

**Content Area:** Spanish

**Unit Title:** Unit 4 - Parts of the body

**Target Course/Grade Level:** Grade 2 Spanish

**Unit Summary:** Students will be able to identify parts of the body in Spanish both orally and in written form. They will respond to the commands: toca, aplaude, marcha, salta and paráte. Students will use “yo tengo” to describe their body ex. I have 2 arms; I have blue eyes and Yo tengo- \_\_\_ años to express age.

**21<sup>st</sup> century themes:** Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills,

## Learning Targets

**Standards:**

**7.1 Communication:** All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

**7.2 Culture:** All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

<b>CPI#</b>	Cumulative Progress Indicator (CPI) <b>*NM Novice-mid Modes- A: Interpretive B: Interpersonal C: Presentational</b>
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<b>7.1 NM A.1</b>	Recognize familiar spoken words and phrases
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<b>7.1 NM A.2</b>	Demonstrate comprehension of simple oral directions, requests, and commands
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<b>7.1 NM B.3</b>	Imitate appropriate gestures and intonations of target language
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<b>7.1 NM B.4</b>	Ask and respond to simple questions and express preferences based on memorized words and phrases
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<b>7.1 NM C.2</b>	Imitate/recite songs in target language
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**Unit Essential Questions**

- What body words in Spanish help you connect to English meanings?
- How can you connect manos, brazos, cuerpo etc?

**Unit Enduring Understandings**

- Parts of the body-make connections to English, ex. manos(hands) manicure, estomágo
- Yo tengo- I have but also used with age
- Describing words come after noun ex.ojos azules-blue eyes

**Unit Learning Targets**

*Students will...*

- Recite, recognize and pronounce parts of the body.
- Answer “¿Qué es esto?” with a body part.
- Respond to commands in Spanish ex. “Toca la cabeza”
- Sing “Heads, Shoulders, Knees and Toes” in Spanish.
- Play Simon Says in Spanish.
- Describe themselves and express age using “Yo tengo.”

## Evidence of Learning

**Summative Assessment (6 class periods that meet weekly)**

Listening quiz	draw and label self
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**Equipment Needed:** Cd player, ELMO, Inter-write board, laminate machine

**Teacher Resources:** Spanish body rap music CD, worksheets from [Teach them Spanish-Grade 2](#) and many online websites [www.abcteach.com](http://www.abcteach.com), [www.spanish4teachers.org](http://www.spanish4teachers.org), etc..

**Formative Assessments**

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| <ul style="list-style-type: none"> <li>● Discussions</li> <li>● Questioning</li> <li>● “Toca” and “Cuerpo” and “Simon Dice” games</li> <li>● Teacher conferences</li> </ul> | <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Songs</li> <li>● Worksheets-label body, word search, crossword</li> <li>● body flashcards</li> </ul> |
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## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Body:</b> cuerpo, cabeza, ojos, nariz, orejas, boca, cara, pelo, dientes, hombros, brazos, manos, dedos, estómago, piernas, pies, -say and touch, sing "Head Shoulders", worksheets	Class period and throughout unit
2	<b>Flashcards:</b> make flashcards to put on ring, practice with a partner, "Cuerpo game"	Class period
3	<b>Yo tengo:</b> review ¿Cuántos años tienes? Use yo tengo to describe oneself as well. Adjective comes after and must "agree"	Class period
4	<b>Games:</b> Review concepts learned and partner practice, create "self" project, listen to "Body Rap"	2 Class periods
5	<b>Pobrecito José:</b> computer game where a body part is missing José no tiene _____, listening quiz	Class period

**Teacher Notes:**

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

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

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

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

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

## Unit Overview

**Content Area:** Spanish

**Unit Title:** Unit 5- Clothing in Spanish, El Cinco de Mayo, review

**Target Course/Grade Level:** Grade 2 Spanish

**Unit Summary:** 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.

**21<sup>st</sup> century themes:** Communication and Collaboration, Productivity and Accountability, Global awareness, and Cross-cultural skills,

## Learning Targets

**Standards:**

**7.1 Communication:** All students should be able to communicate in at least one world language other than English. They will use language to engage in meaningful conversation, understand and interpret spoken word. Begin to recognize written word in target language, while making connections with other disciplines and compare language/culture to their own.

**7.2 Culture:** All students will demonstrate an understanding of the perspectives of another culture through experiences with its practices

**CPI#** Cumulative Progress Indicator (CPI) \*NM Novice-mid  
**Modes- A: Interpretive B: Interpersonal C: Presentational**

**7.1 NM A.1** Recognize familiar spoken words and phrases

**7.1 NM A.2** Demonstrate comprehension of simple oral directions, requests, and commands

**7.1 NM B.3** Imitate appropriate gestures and intonations of target language

**7.1 NM B.4** Ask and respond to simple questions and express preferences based on memorized words and phrases

**7.1 NM C.2** Imitate/recite songs in target language

**7.1 NM C.4** Present information orally or in writing

**7.2 NM B.5** Observe and participate in culturally authentic activities

**Unit Essential Questions**

- 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?
- Ropa means clothing, is it a cognate or false cognates? Why do you think?
- Can you find other cognates in clothing in Spanish?

**Unit Enduring Understandings**

- Target vocabulary: clothing-so many of which are cognates
- Cognates verses false cognates.
- Verb conjugate, we do it in English Yo llevo-I wear, Ella lleva-she wears.
- Mexico is our neighbor; we get food, music, words etc.
- Cinco de Mayo is NOT Mexico’s Independence day, but a celebration for winning a battle against the French.
- When we move from on country to another, we take our culture and traditions with us.

**Unit Learning Targets**

*Students will...*

- Identify, pronounce and write articles of clothing in Spanish.
- Describe one’s own outfit with Yo llevo.
- Describe a classmate’s outfit with El or Ella lleva.
- Differentiate between cognates and false cognates.
- Locate Mexico on the map and which states were originally in Mexico.
- Brainstorm Mexican influences on the U.S ex. tacos, salsa, piñatas.
- Explain why Cinco de Mayo is NOT Mexico’s independence day.
- Celebrate Cinco de Mayo with authentic celebration.

## Evidence of Learning

### Summative Assessment (8-9 class periods that meet weekly)

Suitcase project-listening activity

Year end quiz

**Equipment Needed:** Cd player, ELMO, Inter-write board, laminate machine

**Teacher Resources:** Spanish clothing rap music CD, worksheets from [Teach them Spanish-Grade 2](http://Teach them Spanish-Grade 2) and many online websites [www.abcteach.com](http://www.abcteach.com), [www.spanish4teachers.org](http://www.spanish4teachers.org), etc..

### Formative Assessments

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Questioning</li> <li>• Flash card races-year end review</li> <li>• Sí or No game(thumbs up/down)</li> <li>• Exit tickets</li> </ul> | <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Review games</li> <li>• Worksheets-label clothing, word search, clothing riddle sheet</li> <li>• clothing flashcards</li> </ul> |
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## Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	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.	Class period
2	Cinco de Mayo celebration, chips and salsa, dancing, Mexico worksheet, exit tickets.	Class period
3	<b>Clothing: what does "ropa" make you think of in English?</b> ropa, camisa, vestido, falda, pantalones, zapatos, calcetines, gorro, sombrero, blusa, sandalias, botas. Use flashcards, then make own, cognates and false cognates, worksheets.	2 Class periods and rest of unit
4	<b>Yo llevo:</b> talk about what we are wearing. Sí or No game Fashion show with partner what they are wearing el or ella lleva.	Class period
5	<b>La Maleta:</b> suitcase activity for listening.	Class period
6	<b>Year end review:</b> games, challenge sheets, year end quiz.	2-3 class periods

### Teacher Notes:

Classes may miss due to assemblies, drills, and day off from school-note which classes may need an extra period

### Curriculum Development Resources

Click links below to access additional resources used to design this unit:

- [www.abcteach.com](http://www.abcteach.com),
- [www.spanish4teachers.org](http://www.spanish4teachers.org),
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.languagesresources.co.uk](http://www.languagesresources.co.uk)