

## Young Scholars of Western Pennsylvania Charter School

### Spanish 2

- Unit Title

"Mi Clase"

Mini unit that will cover Spanish classroom routines, procedures, rules, rewards, consequences and review of important material that we will use throughout the year.

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What are the classroom procedures, rules, rewards, consequences, and routines in the Spanish classroom? Where are the helpful phrases located in the classroom? What are the helpful phrases?

Enduring Understanding/Objectives

**Enduring Understanding(s)**

Students will understand the classroom procedures, rules, rewards, consequences, and routines in the Spanish classroom. Students will understand how to use helpful phrases and commonly used vocabulary in the classroom to make things easier throughout the school year.

**Outcomes/Objectives/Progress Indicators:**

SWBAT state the Spanish classroom procedures, rules, rewards, consequences, and routines. Students will locate the different posters and areas in the classroom. Students will receive helpful phrases to place in a classroom folder. Students will be able to describe the Spanish classroom

“morning” routine as well as routines that occur during the period. Students will be able to name and say the “helpful phrases” in the classroom by using different posters, motions and their folders.

## Language/Communication

### Language Functions

- Describing
- Naming
- Identifying
- Stating

### Grammatical Structures

- “Puedo ...”
- “Puedes”
- “Necesito...”
- “Yo tengo..”
- “Soy de...”
- “Estoy...”
- “Me gusta..”
- “No me gusta..”

### Vocabulary

- Las reglas
- “Ayudame” phrases
- La rutina
- Fecha
- El tiempo
- Los numeros
- El alfabeto (2<sup>nd</sup> grade)
- El lapiz
- “Puedo ir al bano?”
- “Puedo tener un pañuelo?”
- “Puedo sacar mi lapiz?”
- “Como se dice \_\_\_ en espanol?”
- El papel
- El cuaderno
- Las carpetas
- La puerta

### Culture

- Pretend to be in a Spanish speaking country where no one speaks English. How do you get around? What do you do?

## Subject Content (Connections)

### Math

- Numbers 0-100 by 5s, 10s, and 1s
- Date/year review
- Calendar review

- Age
- Graph number of boys vs. girls and/or ages/birthdays

### Social Studies

- Where are you from?
- Locate on map
- “Fake fiesta”

### ELA

- Recite alphabet (2<sup>nd</sup> grade only-1<sup>st</sup> will learn in next unit)
- Read first day of school story
- Color story
- Back to School Mini Book
- Basic review of previous year’s units

### PE/Health

- TPR
- Nino/nina/maestra game

### Music

- Weather Song
- Alphabet
- Days of the Week Song
- Months of the Year
- Buenos Dias
- Color Song
- Intro Songs

### Science

- Classifying
- Graphing

### Art

- Drawing of family/favorite things
- Create bulletin board
- Back to School Mini Book

Learning Activities, Performances

**\*\*The following activities will be more in-depth for second grade. Any activities listed with an (\*) will only be for second grade.**

### Beginning

Intro to class

Classroom tour

Ice breaker/first day of school book

Go over syllabus/letters to be sent home and returned

Classroom Rules

Classroom Procedures

Classroom Routine/with songs-practice routine (day, \*date, weather, numbers, \*alphabet)

### **Middle**

Create bulletin Board

¿Cómo estás?

¿Cómo te llamas?

Niño, nina, maestra

Graph boy/girl (first)

Graph birthday month (second)

Review numbers (play flyswatter game)

\*Review alphabet-team competitions

Review colors/shapes-song and find a place around the room

(possible game on Smart Board if available)

\*“Introducing” questions

Fake fiesta

### **End**

Introduce classroom help phrase

Assign folders/sticker charts (charts for 1<sup>st</sup> grade only)

Go over prize bins

Classroom Objects that will be used daily/often/those that are located in table bins

Drawing of self/favorite things (gustar)-share with class

Human Bingo (gustar)

- Unit Title

El pez arco iris (The Rainbow Fish)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What animals and plants live in the ocean? What are the layers of the ocean and where in the ocean do animals/plants live? Where do ocean animals fall within the food chain? Are there endangered ocean animals?

Enduring Understanding/Objectives

**Enduring Understanding(s)**

SWBAT identify ocean animals and plants, and indicate where they live in the layers of the ocean. SWBAT comprehend, interpret, and retell the story of Rainbow Fish. SWBAT identify and locate the major oceans and Seas of the world

**Outcomes/Objectives/Progress Indicators:**

SWBAT predict, comprehend, retell, sequence story of Rainbow Fish, identify and locate major oceans and seas of the world, identify plants and animals that live in the ocean, locate the layers of the ocean and identify where animals/plants live within layers, label food chain with ocean animals, sing la vibora de la mar, describe an ocean animal/plant, interpret a description of an animal/plant, act like an ocean animal, predict and determine through experimentation if certain objects float/sink in salt water, construct a bulletin board of the ocean, graph which animals students like, graph which animals students like to eat, predict and measure length/weight of sea animals, determine where certain shells come from in the world, classify which ocean animals are mammals, graph length.weight of ocean animals

Language/Communication

**Language Functions**

- Comprehend story
- Predict story events
- Sequence story
- Create own story
- Describe where animals live
- Express likes/dislikes
- Express what eat
- Count
- Describe animals/plants

**Grammatical Structures**

- Subj/adj agreement
- Preterite tense for story retelling
- Vivir, gustar, comer
- Subj, verb agreement
- Compartir

### Vocabulary

- Ocean animals/plant
- Layers of ocean
- Shells
- Oceans and seas of the world
- Seafood vs animal terms

### Culture

- Geography of oceans/seas
- La vibora de la mar traditional song and game
- Latin American artists of oceans/animals?

### Subject Content (Connections)

#### Math

- Counting
- Graphing

#### Science

- Classifying ocean animals/plants
- Sink/float experiment with salt water
- Food chain
- Ocean animal habitats
- Sorting shells
- Endangered Animals?

#### Music

- La vibora de la mar
- TPR ocean animals
- Act like ocean animals
- Rainbow Fish role play
- Sharks/minnows game

#### Art

- Design bulletin board of layers of ocean
- Make a rainbow fish
- View art of ocean animals/oceans of latin American artists??

#### Social Studies

- location of shells
- names and locations of major oceans and seas
- la vibora de la mar song /game

- o Where do we vacation?

## PE

- o TPR
- o Role plays
- o Healthy/unhealthy fish to eat

## ELA

- o Predicting, comprehending, sequencing, retelling story
- o Creating own book
- o Role play story
- o Info-gap with mystery animal

### Learning Activities, Performances

#### **Beginning**

Introduce the Ocean-how many oceans? How much water? Locate on Map

Introduce ocean animals

Sort them according to where they live, color, size, length-Class Graph

Graph favorite ocean animals

Discuss animals that we eat

Graph if students eat certain animals

Create bulletin board (have students make an animal and place them in the layer of the ocean bulletin board)

Who am I?-21 questions AND Describe the animal to guess

La vibora song and game

Determine and graph length size of ocean animals

#### **Middle**

Read rainbow fish (predict, comprehend, retell, sequence, make own story/class/mini book)

Locate and name oceans/seas of the world

Discuss if oceans/seas are salt/fresh water

Sink/float with salt water

#### **End**

Introduce ocean plants and sort them according to where they live, color, size, length etc

Discuss different seashells and where/when is the best place to find them

Are there endangered animals in the ocean?

Create your own animal Art or Ocean for the bulletin Board

Ocean Test

- Unit Title

El Sistema Solar (The Solar System)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What planets/moons/stars make up our solar system? What are the different phases of the moon?  
What does an astronaut do in space?

Enduring Understanding/Objectives

**Enduring Understanding(s)**

SWBAT identify planets in our solar system. SWBAT identify different phases of the moon.  
SWBAT comprehend, interpret, and retell the story “La vida en el espacio.”

**Outcomes/Objectives/Progress Indicators:**

SWBAT identify the planets in our solar system by name, number of moons, life forms and different characteristics. SWBAT identify different phases of the moon by keeping a journal and observing/recording their findings daily. SWBAT compare and contrast planets by distance from the sun. Students will be able to identify different constellations. Students will be able to discuss the life of an astronaut by reading/retelling a story, tasting astronaut food and discussing their clothing/daily life. Students will create different “aliens.” Students will compare cultural, space stories such as the “Man on the Moon” and the “Rabbit on the Moon.” SWBAT locate Mexico on a map. Students will use TPR to show the rotation/revolution of the planets/sun. Students will create a Mystery Planet game. Students will express the location of planets by using the verb “estar” and the characteristics of the planets by using the verb “ser.” SWBAT identify numbers into the millions. Students will compare surface temperatures of planets vs. sun.



## Language/Communication

**Language Functions**

- Compare size, distance, moons
- Describe characteristics
- Express location

**Grammatical Structures**

- Tener-tiene/tienen
- Estar
- Ser

**Vocabulary**

- Colors
- Numbers
- Planets
- Moons
- Stars
- Near/Far-Prepositions
- Opposites
- Constellations
- North/South/East/West

**Culture**

- “Man on the Moon” vs. “Rabbit on the Moon” (US-Mexico)
- Coyote Story

## Subject Content (Connections)

**Math**

- Numbers-into the millions
- Graph-number of moons
- Graph-distance/size
- Compare size/distance
- Graph surface temperatures

**Science**

- Phases of moon
- HW-journal moon phases?
- Calendar-add in morning routine-phase of the moon
- Names of Planets

- Categorize Planets-close/far from sun, big/small, # of moons
- Gas/rock-Where can you land
- Sun-Stars
- Constellations
- Fruit/Veggie Food Model of the Solar System

### Social Studies

- “Man on the Moon” vs. “Rabbit on the Moon”
- What do you see in the moon
- Coyote story
- Locate places on the map
- Astronauts

### Music

- TPR-Role Play movement of the planets-rotation/revolution around the sun
- Planet Song-different versions on YouTube

### Art

- Mystery Planet Activity Book
- Bulletin Board
- Solar System Food Model
- Alien look alike
- Oreo/Shaving Cream

### ELA

- Info Gap with Planets
- Predicting, comprehending, sequencing, retelling story
- Create short narrative about aliens

### PE

- TPR
- Role Play Story?
- Order of the Planets Game?

### Learning Activities, Performances

#### **Beginning**

Introduce Planet Vocabulary-Cognates and identify different characteristics

Introduce Solar System Vocabulary

Identify numbers into the millions

Graph surface temperature of planets and sun

Sort Planets by order, size, and number of moons

Mystery Planet Activity

Graph planets by # of moons/size

Moon Phases-Oreo Activity

Record Moon Phases Journal-HW

Identify different constellations-use IPAD application

**Middle**

Compare/Contrast Planets by type-gas vs. rock and where you can land

Astronauts-Book activities,

What do astronauts wear/eat?

Try astronaut food?

How do they travel to space?

Create rockets

Famous Astronauts

**End**

“Man on the Moon” vs. “Rabbit on the Moon”

Open discussion about aliens

What would aliens look like

Create alien artwork (review body parts)

- Unit Title

Los tres cerditos (The Three Little Pigs)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What happens in the story of the 3 little pigs? What do homes look like in the US/Mexico?

## Enduring Understanding/Objectives

### Enduring Understanding(s)

SWBAT comprehend and retell various versions of the story of 3 little pigs and describe various homes in US/Mexico

### Outcomes/Objectives/Progress Indicators:

SWBAT predict, comprehend, retell, summarize, sequence 3 versions of 3 little pigs, identify emotions, describe characters' emotions, identify house materials, describe homes according to materials, rooms, and type, express location of furniture in rooms, compare Mexican and US homes in city and country, identify some Mexican foods, graph likes and dislikes of Mexican foods, build own sturdy house of materials, evaluate materials for "sturdiness," vote if the wolf is guilty, conduct a role play of story, create their own story

## Language/Communication

### Language Functions

- Identify types of homes, rooms, and furniture
- Describe what homes are made of
- Express likes/dislikes of foods
- Determine if wolf is guilty
- Predict, comprehend, summarize, sequence, retell stories
- Create own story
- Determine what materials are best
- Express emotions

### Grammatical Structures

- Ser culpable
- Ser "de"
- Vivir
- Estar (location)
- Estar (emotion)

### Vocabulary

- Materials of houses
- Rooms of house
- Types of house
- Story related vocab
- Emotions
- Review family, numbers, and animals
- Food Review

### Cultures

- Mexican foods
- Locate Mexican restaurants in Pittsburgh where can try tamales, etc
- Mexican homes city/country
- Mexican/US homes
- Juan and family lives

### Subject Content (Connections)

#### Math

- Graphing likes and dislikes of mex food
- Weigh materials for house
- Graph results guilty/not guilty
- Numbers
- Measure how far blow objects

#### Science

- Blow and go experiment with materials and/or other objects
- Sink/float
- Review weather
- Emotions

#### Music

- Song (Off Taco CD)
- Cartoon of Book-YouTube

#### Art

- Design and label wolf's house
- Make newspaper illustrations
- Make own story with animal or Mex food
- Bulletin board

#### Social Studies

- Mexican foods
- Mexican homes in city/country
- Compare homes /furniture US/Mex.
- Where Juan lives
- What homes are made of

#### PE

- Role play
- TPR

#### ELA

- Predict, comprehend, summarize, sequence, retell stories
- Write own stories
- Info gap (where is Juan)

- Illustrate parts of story for class book
- Create a mini book
- Label wolf's house

## Learning Activities, Performances

### **Beginning**

Three little pigs story activities

Review weather

Emotions of characters and students

Materials of homes

Role play

Mini book of story

Blow and Go

Measure and graph results

Weigh materials for homes and graph

Juan and his family's homes in Mex (homes in city/country)

Compare homes in US/Mex

### **Middle**

The true story of the 3 little pigs activities

Role play

Sink and Float

Newspaper activity and bulletin board

Vote on guilty/not guilty wolf

Design wolf's house and label

### **End**

3 little tamales

Role play

Different Mex foods

Graph likes and dislikes

Tasting Mex foods?

- Unit Title

**La Mariquita Malhumorada** (The Grouchy Ladybug)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Essential Question(s)

What is the lifecycle of a ladybug? What are different types of habitats and which animals live there? What time is it? Why do we have insects? Which animals are endangered?

Enduring Understanding/Objectives

**Enduring Understanding(s)**

SWBAT identify different animals and their habitats. SWBAT identify different insects and some of their characteristics as well as why we have different insects. SWBAT comprehend, interpret, and retell the story “La mariquita malhumorada.” SWBAT tell time to the hour. SWBAT add and subtract. SWBAT name endangered animals. SWBAT describe the lifecycle of a lady bug.

**Outcomes/Objectives/Progress Indicators:**

SWBAT identify different animals and categorize them by their correct habitat. SWBAT identify and describe different insects and their purpose. SWBAT tell time in Spanish using the correct verb tense (to the hour and ½ hour). SWBAT express the locations of different insects/objects using estar. SWBAT explain the lifecycle of a ladybug. SWBAT complete basic addition and subtraction problems using their ladybug/insect projects. SWBAT compare and contrast animals/insects and objects by their size, number of legs, lifespan and more. SWBAT create a basic concrete or diamante poem. SWBAT name endangered animals. SWBAT ask questions (about different characteristics) in order to guess the correct animal/insect for our activities. SWBAT produce sentences that describe different characteristics of their insect/animal for their mystery project.

Language/Communication

**Language Functions**

- Expressing Location
- Telling Time
- Using/Describing Personality Traits
- Creating a Time Line

### Grammatical Structures

- Tener-tiene/tienen
- Estar
- Ser

### Vocabulary

- Colors
- Numbers
- Bugs
- Body Parts
- Lifecycle Vocab
- Habitat Vocabulary
- Animals
- Telling Time Chunks
- Shapes

### Culture

- Animals native to specific areas
- Different habitats

## Subject Content (Connections)

### Math

- Graph favorite animals
- Telling Time
- Add/Subtract Lady Bug Spot Math
- Categorize Animals to type and habitat
- Shapes on lady bug
- How many legs do certain insects have?
- Compare size and age of animals

### Science

- Parts of a Bug
- Why do we have bugs?
- Lifecycle of a lady Bug
- Number of legs on an insect
- Lifespan-compare and contrast different animals
- Which animals are endangered? (Use endangered animal book)
- Compare size of the animals

### Social Studies



- What is a habitat?
- Name different habitats and which animals live there
- \*Imagine you were an animal/character and had to pick 1 habitat-where and why?

### Music

- Animal Song
- Telling Time Song?
- Number Song (Cuenta)
- Insect Song?

### Art

- Clocks (Animal Shapes)
- Create Lady Bugs
- Mystery Insect Activity

### ELA

- Guess the insect? (Both giving and receiving questions/characteristics)Who am I-Sentence starters on the board
- Predicting, comprehending, sequencing, retelling story, “La Mariquita Malhumorada”
- Insect Info Gap
- Mystery Insect Activity
- Concrete Poems? Diamante Poems?
- Memory Game/Puzzle with Images

### PE

- TPR-Lifecycle of a butterfly
- Moves like animals-ref. e.c. book

### Learning Activities, Performances

#### **Beginning**

Introduce basic story animal vocabulary/insect vocab

TPR-Animal Movements-Eric Carle Book

Lady Bug Life Cycle

Why do we have bugs?

Picture Walk

Review Numbers (Add Numbers into millions)

Telling time on the hour

Differences in telling time (military time)

Create Animal/Insect Clocks

Story activities

Read Story

### **Middle**

Review Shapes/Patterns

Lady Bug Spot Math (Adding and Subtracting)

Compare and Contrast bugs by number of legs and lifespan (create graphs)

Introduce different habitats

Categorize animals into different habitats

Which habitat would you live in and why?

### **End**

Create Lady Bugs/Insects Mystery Activity

Guess the Insect/Who Am I?

Endangered Animals

Create a concrete or diamante poem