

2nd grade, Unit #2, World Language, What's in the Classroom?

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **November**
Length: **3 weeks**
Status: **Published**

Enduring Understanding

I am comfortable in my surroundings.

Essential Questions

How does being familiar with my surrounding make me safe?

Common Core Standards

FL.PK-12.7.1.NM.B.A.1 FL.PK-12.7.1.NM.B.A.4 FL.PK-12.7.1.NM.A.B	Respond to learned questions. Describe people, places, and things. Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
FL.PK-12.7.1.NM.A.E	Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
FL.PK-12.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
FL.PK-12.7.1.NM.A.4 FL.PK-12.7.1.NM.C.A.1 FL.PK-12.7.1.NM.C.F	Identify familiar people, places, and objects based on simple oral and/or written descriptions. Make lists. What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)
FL.PK-12.7.1.NM.C.2	imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Student Learning Objectives

Student will:

- Respond to questions with Dónde está el/la
- Describe items in the classroom
- Identify basic classroom vocabulary through the use of TPR
- Create list of basic classroom materials
- Recite songs/chants such as Ventanas, window, piso floor and Mi Escuelita

Instructional Activities

Introduction of Classroom objects through TPR, realia, songs/chants, flashcards, and felt boards

Asking and answering questions related to classroom objects

Students orally identify classroom objects

Students match classroom objects on smartboard activity

Students produce and illustrate a book/poster on classroom objects

Teacher reads authentic literature to students such as En mi Salon, ¿Qué hay aquí?

Interdisciplinary Connections

Music: Rhythm and songs

Language arts: Writing activities

Texts and Resources

Authentic Songs - Mi Escuelita

Smartboard for matching activity

Teacher created worksheets for classroom objects

Flashcards (print and/or electronic)

Regalia of actual classroom objects

Google images of key vocabulary

Assessment

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Speaking rubric during question and answer activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists