

2nd grade Overview

Who I Am

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand simple descriptions of people I can understand how other people feel.		I can ask someone how they feel. I can describe myself to someone. I can tell you how I feel.	I can list words that describe me. I can name feeling words.	I can write a description of me using a word bank. I can copy labels for feeling words.

What I Eat

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand the lunch foods and drinks we discuss.	I can read a list of lunch foods.	I can tell someone what I like and dislike for lunch. I can ask someone if they like certain foods.	I can list lunch foods and drinks.	I can copy labels for lunch foods and drinks.

Who is My Family

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand a simple description of a family member.		I can describe a family member.	I can list words that describe my family members.	I can copy labels for description words of family members.

My Life as a Student

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand the teacher's directions. I can understand dates with day and month. I can understand numbers up to 31. I understand birthday.	I can read the months.	I can tell someone how many classroom items there are, using numbers 1-31. Ex: Hay 15 pupitres.	I can count to 31.	

What I Do in my Free Time

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand words describing weather. I can understand when someone explains the activities they like or dislike.		I can describe the weather to someone else. I can ask someone if they like a certain activity.	I can list different activities.	

2nd Grade Who I Am

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand simple descriptions of people</p> <p>I can understand how other people feel.</p>		<p>I can ask someone how they feel.</p> <p>I can describe myself to someone.</p> <p>I can tell you how I feel.</p>	<p>I can list words that describe me.</p> <p>I can name feeling words.</p>	<p>I can write a description of me using a word bank.</p> <p>I can copy labels for feeling words.</p>

What will students know about by the end of this unit?

Vocabulary

<u>Personality Adjectives</u>	<u>Appearance Adjectives</u>	<u>Feelings</u>	
<p>Soy _____.</p> <p>Inteligente</p> <p>Interesante</p> <p>Artístico/a</p> <p>Atlético/a</p> <p>Serio/a</p> <p>Amable</p> <p>Gracioso/a</p> <p>Tímido/a</p>	<p>Soy _____.</p> <p>Bonita</p> <p>Guapo</p> <p>Alto/a</p> <p>Bajo/a</p> <p>Fuerte</p> <p>Tengo el pelo _____.</p> <p>Rubio</p> <p>Castaño</p> <p>Negro</p> <p>Canoso</p>	<p>Estoy _____.</p> <p>Triste</p> <p>Feliz</p> <p>Cansado/a</p> <p>Enojado/a</p> <p>Enfermo/a</p>	

Grammar/Structure

- Noun-Adjective Agreement: masculine, feminine
- Soy _____.
- Estoy _____.
- Tengo el pelo _____.

Culture

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Teacher Extension

- Soy pelirrojo.

2nd Grade What I Eat

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand the lunch foods and drinks we discuss.	I can read a list of lunch foods.	I can tell someone what I like and dislike for lunch. I can ask someone if they like certain foods.	I can list lunch foods and drinks.	I can copy labels for lunch foods and drinks.

What will students know about by the end of this unit?

Vocabulary

<p><u>Lunch Foods</u> El almuerzo El sandwich de _____ - Jamón - Queso - Crema de cacahuete - Mermelada La hamburguesa - Mayonesa - Mostaza - Salsa de tomate El perro caliente Las papas fritas La ensalada - La lechuga - El tomate</p>	<p><u>Recycle</u> La fruta La sandia</p> <p><u>Lunch Drinks</u> El refresco La limonada El té</p> <p><u>Recycle</u> El agua El jugo de _____ La leche</p>	<p><u>Phrases</u> Te gusta _____ Te gustan _____ No te gusta _____ No te gustan _____</p> <p><u>Recycle</u> Me gusta _____ Me gustan _____ No me gusta _____ No me gustan _____</p>	
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Grammar/Structure

- Gustar: negative, affirmative, plural, singular

Culture

- Hot milk and mayonnaise out at restaurants
- Time and duration of lunch
- Siesta: Long lunch at home, all stores close—changing with globalization
- U.S. fast foods—expanding with globalization
- Lunch: secondary (U.S.), main (Latin America)

Teacher Extension

2nd Grade Who is My Family

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand a simple description of a family member.		I can describe a family member.	I can list words that describe my family members.	I can copy labels for description words of family members.

What will students know about by the end of this unit?

Vocabulary

<u>Personality Adjectives</u>	<u>Appearance Adjectives</u>	<u>Additional Vocabulary</u>	<u>Recycle</u>
Inteligente (s) Interesante (s) Artístico/a (s) Atlético/a (s) Serio/a (s) Amable (s) Gracioso/a (s) Tímido/a (s)	Bonita (s) Guapo (s) Alto/a (s) Bajo/a (s) Fuerte (s) Tengo el pelo _____. Rubio Castaño Rojo Negro Canoso	Mayor Menor Mi _____ es _____. Mis _____ son _____.	Abuelo Abuela Familia Yo Mamá Papá El hermano La hermana El gato El perro

Grammar/Structure

- Mi _____ es _____. (possessives)
- Mis _____ son _____. (possessives)
- Noun-Adjective Agreement: singular, plural, masculine, feminine

Culture

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Teacher Extension

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2nd Grade What I Do in my Free Time

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand words describing weather.</p> <p>I can understand when someone explains the activities they like or dislike.</p>	<p>I can read activities that look the same in English and Spanish.</p>	<p>I can describe the weather to someone else.</p> <p>I can ask someone if they like a certain activity.</p>	<p>I can list different activities.</p>	

What will students know about by the end of this unit?

Vocabulary

<u>Weather</u>	<u>Understand Only</u>	<u>Activities</u>
<p>Hace frío</p> <p>Hace calor</p> <p>Hace sol</p> <p>Hace viento</p> <p>Llueve</p> <p>Nieva</p>	<p>¿Qué tiempo hace?</p>	<p>Leer</p> <p>Nadar</p> <p>Mirar televisión</p> <p>Jugar con amigos</p> <p>Jugar videojuegos</p> <p>Jugar básquetbol</p> <p>Jugar beisbol</p> <p>Jugar fútbol</p> <p>Jugar fútbol americano</p>

Grammar/Structure

- Me gusta + infinitive.
- ¿Te gusta + infinitive?

Culture

- Know the difference between fútbol and fútbol americano, or soccer and football.

Teacher Extension

- Me encanta _____.

2nd Grade My Life as a Student

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand the teacher's directions. I can understand dates with day and month. I can understand numbers up to 31. I understand birthday.	I can read the months.	I can tell someone how many classroom items there are, using numbers 1-31. Ex: Hay 15 pupitres.	I can count to 31.	

What will students know about by the end of this unit?

Vocabulary

<u>Understand</u>	<u>Numbers</u>	<u>Recycle</u>	<u>Recycle</u>	<u>Recycle</u>
La fecha El cumpleaños <u>Months</u> Los meses enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre	Veintiuno Veintidos Veintitres Veinticuatro Veinticinco Veintisies Veintisiete Veintiocho Veintinueve Treinta Treinta y uno	el día lunes martes miércoles jueves viernes sabado domingo	Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez	Once Doce Trece Catorce Quince Dieciseis Diecisiete Dieciocho Diecinueve Veinte

Grammar/Structure

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Culture

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Teacher Extension