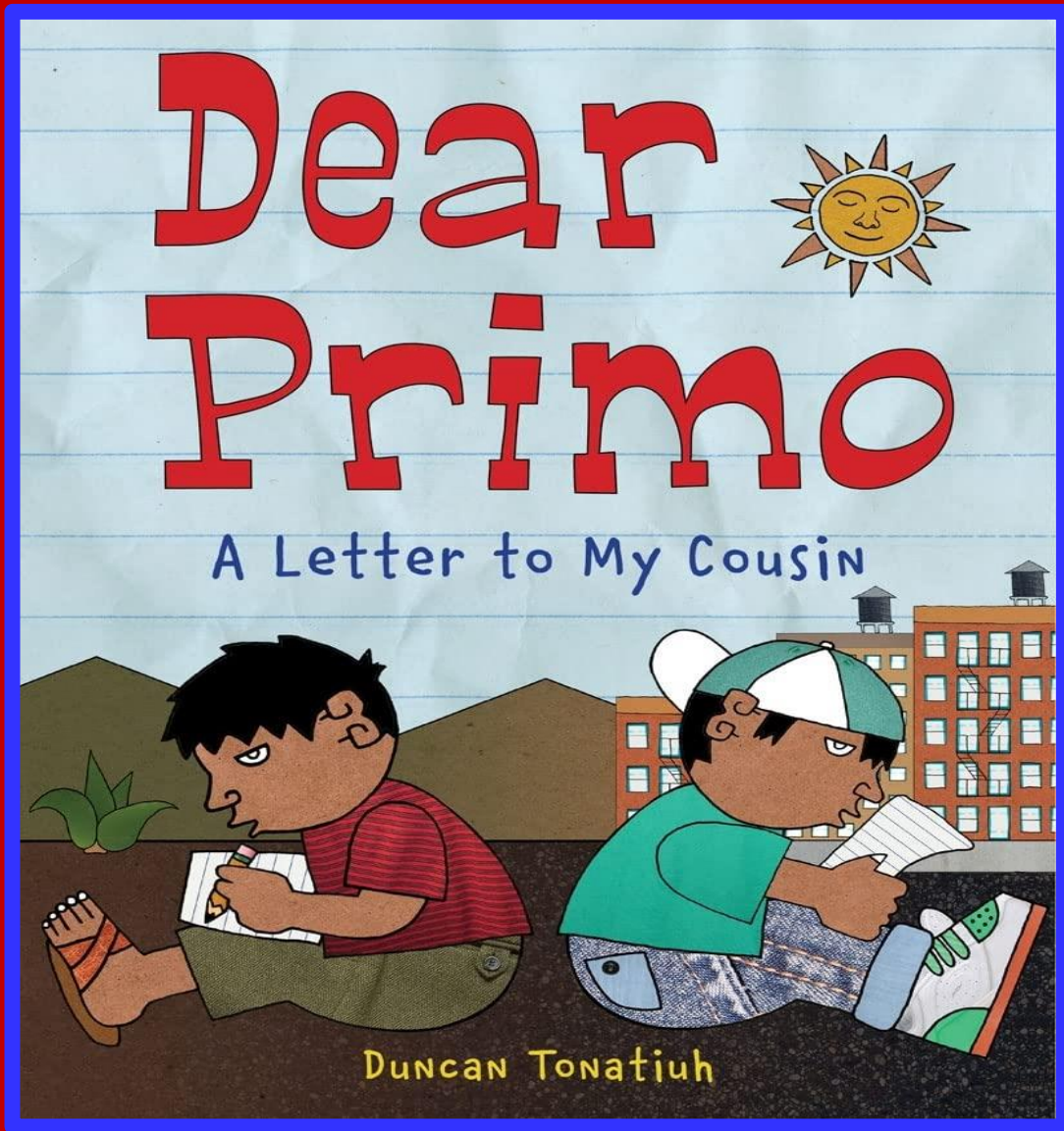


2nd Grade Lesson Plan
Hispanic Heritage Month



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 2 nd	Lesson: Hispanic Heritage Month September 15 – October 15

<p>OBJECTIVES: NCSS, 1. CULTURE Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of <i>Dear Primo</i> Check for Understanding; copies of Matching English to Spanish Terms <i>Dear Primo</i>, copies of Hispanic Heritage Month Coloring Sheet-Mariachi Dancers</p>
<p>Engage: Hook the students</p>	<p>Explain: Today’s lesson is a part of celebrating Hispanic Heritage Month. In this lesson we will examine how we learn, share, and adapt to different cultures. Play the YouTube Video Clip of Latin American Children playing the game Pato-Pato-Ganso (Duck-Duck-Goose). https://youtu.be/wpMSXFkD3qU?si=lvL2COd9dvPqu2fP&t=24 Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer. Ask the students if they know the name of this game? Explain that historians and anthropologist who study children’s games believe the game originated in Scandinavia. (Show students a global map, point out the Scandinavian countries and the distance they are from Latin America. T/P/S Question: Ask the students if they have ever played Duck-Duck-Goose and how they think the game got all the way from Scandinavia to the United States and Latin America? Share their answer with their partner.</p>
<p>Explore: Students make sense of a concept through observations.</p>	<p>Define Culture the way that people live. Food, clothing, language, and celebrations are all a part of culture. Play the YouTube Read Aloud Video, <i>Dear Primo</i>, Author Duncan Tonatiuh, https://youtu.be/QLQqCzDNS9l?si=vi7oOPzB0WPZRWat Hand out copies of <i>Dear Primo</i> Check for Understanding. Allow students time to complete the assignment. Hand out copies of Matching English to Spanish Terms <i>Dear Primo</i>. Allow students time to complete the assignment. Hand out copies of the Hispanic Heritage Month Coloring Sheet.</p>
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<p>culture surrounded maiz pollos primo primo stoop bicicleta burro quesadilla fútbol traditions gallo perro</p>
<p>Elaborate: Students apply what they have learned.</p>	<p>Students will understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.</p>
<p>Evaluate: assessment.</p>	<p>The teacher will select the items to be used for formal/informal assessments.</p>
<p>Enrichment/Service-Learning Project</p>	<p>Encourage students to share what they have learned with their class, family, and friends. Participate in the Wreaths Across America Service Project available for download www.wreathscrossamerica.org/teach</p>

**Wreaths Across America
Lesson Plan**

Teacher:	Date:
Grade: 2 nd	Lesson: Hispanic Heritage Month September 15 – October 15

Name _____

Dear Primo-Check for Understanding

Directions: Answer the following questions in complete sentences.

1. What does the Spanish word primo mean?

2. What country does Charlie live in?

3. What country does Carlitos live in?

4. Compare and Contrast: Charlie and Carlitos live in different countries, what else is different about where they live?

5. **Culture** is the way that people live. Food, clothing, language, and celebrations are all a part of culture. How did Charlie and Carlitos share information about their different cultures?

6. How are children from different cultures the same?

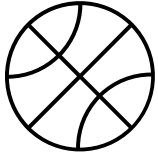
How are they different?

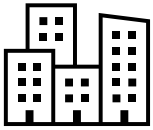
Wreaths Across America Lesson Plan

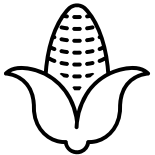
Teacher:	Date:
Grade: 2 nd	Lesson: Hispanic Heritage Month September 15 – October 15

Directions: Write the story character's name beside the picture it represents.

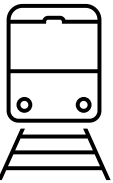


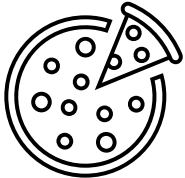














Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 2 nd	Lesson: Hispanic Heritage Month September 15 – October 15

ANSWER KEY

Name _____

Dear Primo-Check for Understanding

Directions: Answer the following questions in complete sentences.

1. What does the Spanish word primo mean? **The Spanish word primo means cousin.**
2. What country does Charlie live in? **Charlie lives in the United States of America.**
3. What country does Carlitos live in? **Carlitos lives in Mexico.**
4. Compare and Contrast: Charlie and Carlitos live in different countries, what else is different about where they live? **Carlitos lives on a farm surrounded by mountains and trees. They have chickens and donkeys and grow a lot of crops including maiz. Charlie lives in a big city with bridges, skyscrapers, and a lot of cars.**
5. **Culture** is the way that people live. Food, clothing, language, and celebrations are all a part of culture. How did Charlie and Carlitos share information about their different cultures? **Charlie and Carlitos shared information about their different cultures by writing letters and explaining what their daily lives were like living in different countries.**
6. How are children from different cultures the same? **Answers will vary.**

How are they different? **Answers will vary, but should include language, foods, games they play, celebrations, etc.**

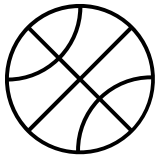
Wreaths Across America Lesson Plan

Teacher:	Date:
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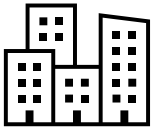
Directions: Write the story character's name beside the picture it represents.



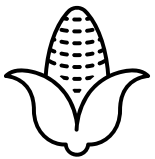
Carlitos



Charlie



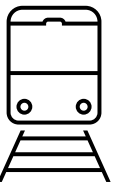
Charlie



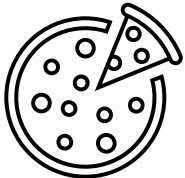
Carlitos



Carlitos



Charlie



Charlie



Carlitos

Wreaths Across America Lesson Plan

Teacher:	Date:
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Name _____

Matching English to Spanish Terms Activity *Dear Primo*

Directions: Match the English term on the left with the Spanish term on the right. Put your answer in the space provided.

_____ 1. donkey

_____ 2. bicycle

_____ 3. cousin

_____ 4. chicken

_____ 5. rooster

_____ 6. goal

_____ 7. corn

_____ 8. quesadilla

_____ 9. dog

_____ 10. soccer

A. quesadilla

B. maiz

C. perro

D. fútbol

E. burro

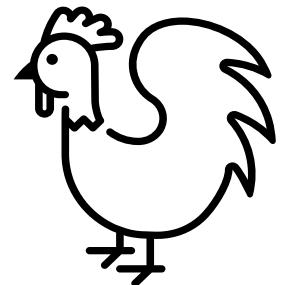
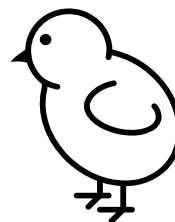
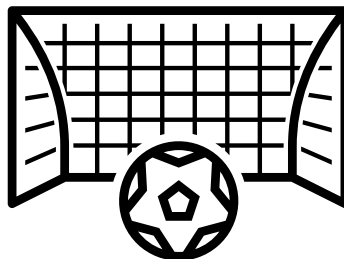
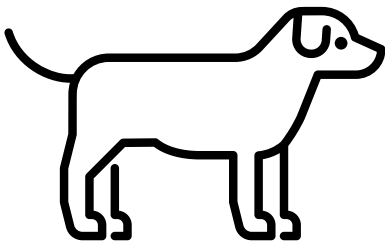
F. primo

G. bicicleta

H. gol

I. gallo

J. pollos



Wreaths Across America Lesson Plan

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Grade: 2 nd	Lesson: Hispanic Heritage Month September 15 – October 15

ANSWER KEY

Name _____

Matching English to Spanish Terms Activity *Dear Primo*

Directions: Match the English term on the left with the Spanish term on the right. Put your answer in the space provided.

E 1. donkey

G 2. bicycle

F 3. cousin

J 4. chicken

I 5. rooster

H 6. goal

B 7. corn

A 8. quesadilla

C 9. dog

D 10. soccer

A. quesadilla

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C. perro

D. fútbol

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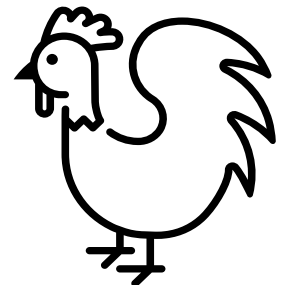
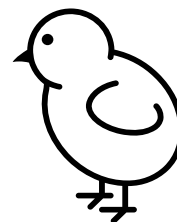
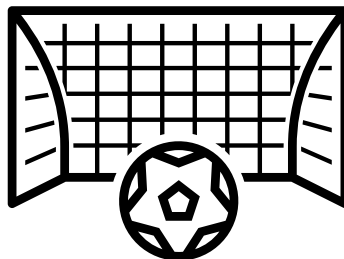
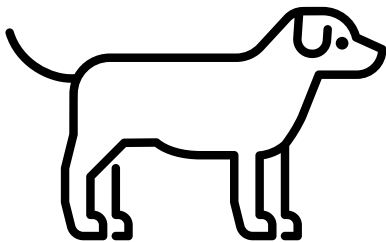
F. primo

G. bicicleta

H. gol

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Name _____

Coloring Page Hispanic Heritage Month
Mariachi Dancers

