

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
WORLD LANGUAGE/SPANISH CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
COLORS	<p>The students will:</p> <ul style="list-style-type: none"> • identify the following colors in Spanish: red, blue green, yellow, orange, brown and black. • recognize and read the target color words in Spanish. 	<ul style="list-style-type: none"> • Students will play “Simón Dice” with different color linking cubes. Ask the students to pick up a specific color in Spanish. • Students will play “Simón Dice” as above but using crayons. • Have students draw a picture of a family using Spanish family member names and using Spanish color words. Tell them specific colors for hair, clothes, etc. • Use Spanish color words throughout the day, when giving directions, lining up, etc. • Using pre-made coloring pages, have students change the color code to Spanish words. 	<ul style="list-style-type: none"> • Linking Cubes • Crayons • Drawing Paper • Coloring Pages 	<ul style="list-style-type: none"> • Teacher Observation • Completed Drawings 	<p>7.1 A.1, 5 B.1</p>
DAYS OF THE WEEK	<ul style="list-style-type: none"> • recognize that many calendars in Spanish begin with Monday, rather than Sunday. • recognize and identify the calendar in Spanish. 	<ul style="list-style-type: none"> • Students will compare/contrast Spanish and English calendars. • Students can make a Spanish calendar on a blank calendar grid. • Students can make a weekly calendar labeled with the days, showing their activities for each day of that week. • Do morning calendar activities using the Spanish days of the week. 	<ul style="list-style-type: none"> • Spanish Calendar • English Calendar • Blank Calendar Grid • Crayons • Drawing Paper 	<ul style="list-style-type: none"> • Teacher Observation • Completed Calendar 	<p>7.1 B.4 C.2, 3 7.2 C.1, 2</p>

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MONTHS OF THE YEAR	<p>The students will:</p> <ul style="list-style-type: none"> • identify the days of the week and the months of the year on a Spanish calendar. • experience holidays and traditions (including birthdays) which are found exclusively in the target cultures through a variety of media. • identify cognates among the names for the months of the year in Spanish. 	<ul style="list-style-type: none"> • With teacher guidance, students can recite the days of the week and the months of the year, and sing songs in response to questions such as “¿Cuáles son los días de la semana?”; “¿Cuáles son los meses del año?”, etc. • Have students answer orally in response to the question “¿Cuáles la fecha de hoy?” • Put students in pairs and have them ask each other when their birthdays are. They can make each other birthday cards with something related to the birthdays months of the persons for whom they are making the cards. Teach them to write “Feliz Cumpleaños” (Happy Birthday) on the cards. • Obtain a piñata and practice the chant that goes along with it with your students (it can be found on the “Songs/Poems” page in the Practical Resources section). • Have students sing “Cumpleaños Feliz” when a student celebrates a birthday. 	<ul style="list-style-type: none"> • Drawing Paper • Piñata 	<ul style="list-style-type: none"> • Teacher Observation • Completed Cards 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">7.1</td> <td style="width: 50%; vertical-align: top;">B.2</td> </tr> <tr> <td style="vertical-align: top;">7.2</td> <td style="vertical-align: top;">C.4</td> </tr> <tr> <td></td> <td style="vertical-align: top;">A.4</td> </tr> <tr> <td></td> <td style="vertical-align: top;">C.3</td> </tr> </table>	7.1	B.2	7.2	C.4		A.4		C.3
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NUMBERS	<p>The students will:</p> <ul style="list-style-type: none"> count to 1-15 in Spanish. 	<ul style="list-style-type: none"> Have students count 1-15 in the target language in the context of counting family members and answering questions related to counting. Students can count to ten in the target language in the context of counting school supplies and answering questions related to counting. Make a booklet entitled "Mi Libro de Números." On each page students can write the numeral and the word in English and Spanish. Then have them draw the correct number of objects on each page. Share. Using a board with numerals 1-15, have students play "Lotería" which is like Bingo. Call the numbers in Spanish. 	<ul style="list-style-type: none"> Fifteen Page Booklet of Drawing Paper Crayons Lotería Board 1-15 	<ul style="list-style-type: none"> Teacher Observation Complete Booklet 	<p>7.1 B.4 7.2 C.2,3,4 C.2</p>
BODY PARTS	<ul style="list-style-type: none"> identify several parts of the body in Spanish: eyes, ears, nose, mouth, head, hands, feet, and legs. 	<ul style="list-style-type: none"> Play "Simón Dice" by asking students to point to the appropriate body part. Using the song "Head, Shoulders, Knees & Toes," the class will try to rewrite the song using the Spanish body parts that they know. The song can be performed for their parents. Students will draw a large picture of themselves and label the body parts in Spanish. Share. Play "Lotería" using body parts. 	<ul style="list-style-type: none"> Large Drawing Paper Song: "Head, Shoulders, Knees & Toes" 	<ul style="list-style-type: none"> Teacher Observation Completed Drawings 	<p>7.1 A.1,4,5 B.4 C.1,4</p>

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<p><u>READING</u></p> <p>READING</p>	<p>The students will:</p> <ul style="list-style-type: none"> • read the color words in Spanish. • read the number words (1-15) in Spanish. 	<ul style="list-style-type: none"> • The teacher will use large flash cards with the Spanish color words written on them for students to read and understand. • Play “I Spy” using color word flash cards. • Make a chart with the color words written in Spanish and a square of construction paper for each color glued next to the matching color. Students can use this to check their responses. • The teacher can hold up a flash card with a color word on it. Students will read the word and hold up the matching crayon. • Each student will express his/her favorite color to the class. • Students will read and discuss the story “New Shoes for Sylvia” and answer comprehension questions. • Students will count from 1-15 in the context of body parts in the target language. • The teacher can make Spanish number word flash cards (1-15) for students to read. They can then respond by holding up the appropriate number of fingers. • Play “Lotería” which is played like Bingo using Spanish number word flash cards (1-15). • Students can practice drilling each other by reading the Spanish number words to a partner or in small groups. • Each student will express his/her age and/or favorite number. 	<ul style="list-style-type: none"> • Color Word Flash Cards • Chart Paper • Crayons • Reading Book - 1st Grade Book 5: “New Shoes for Sylvia” • Spanish Number Word Flash Cards • “Lotería” cards 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation 	<p>7.1 A.1,2,3 B.1,3,5</p> <p>7.2 A.1,2,3 B.2</p> <p>7.1 A.1,4,5 B.1</p>

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READING	<p>The students will:</p> <ul style="list-style-type: none"> read the days of the week in Spanish. 	<ul style="list-style-type: none"> Give seven (7) students each a day of the week written on a large flash card. They must read the words and put themselves in the right order. The students will sing the song “Los días de la semana.” Give the students many opportunities to recognize the spoken and written forms for the days of the week in contexts other than the calendar in the target language. 	<ul style="list-style-type: none"> Spanish Days of the Week Flash Cards Spanish Calendar 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 B.4 C.1,2,4 7.2 A.4</p>
<p style="text-align: center;"><u>CULTURE</u></p> <p>CULTURE</p>	<ul style="list-style-type: none"> identify holidays and events celebrated in Spanish speaking countries. 	<ul style="list-style-type: none"> Celebrate Cinco de Mayo with activities such as coloring a Mexican flag in the correct colors, dancing the Mexican hat dance. Show the students a sombrero. Make a small tambourine with 2 paper plates glued together with dried beans inside. Students will watch a video that is spoken in Spanish (such as “The Cat in the Hat”) which can be obtained through the County Video Library. Have students bring in Spanish foods, such as salsa, tacos, etc. 	<ul style="list-style-type: none"> Drawing Paper Paper Plates Beans Sombrero Spanish Video Spanish Food 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 B.4 C.4 7.2 A.4 C.1,3</p>