

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
WORLD LANGUAGE/SPANISH CURRICULUM
GRADE 2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FAMILY	<p>The students will:</p> <ul style="list-style-type: none"> provide and exchange information about themselves and others in response to the questions “¿Cómo te llamas?”; “¿Cómo se llama tu ____?” (family member); and “Cuántos hermanos/primos tienes?” 	<ul style="list-style-type: none"> Have students replicate the activity sheets for their own individual families. Or, practice having students stand or raise their hands to identify themselves as boys or girls as was done in today’s lesson. Or, give additional oral/aural practice to the students by asking them the names of their family (familia) members in Spanish as was done in today’s lesson (Madre, Padre, hermano, hermana) 	<ul style="list-style-type: none"> Activity Sheets 	<ul style="list-style-type: none"> Teacher Observation Completed Worksheets 	<p>7.1 B.2 A.3</p>
COLORS	<ul style="list-style-type: none"> identify colors in the context of animals and count animals in Spanish. 	<ul style="list-style-type: none"> Give students more practice by grouping objects of the same color together and have students count them in Spanish. 	<ul style="list-style-type: none"> Colored Objects Toy Farm Animals 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 C.2</p>
	<ul style="list-style-type: none"> identify the colors of each of the foods mentioned and use some of the foods as manipulatives for counting, adding, and subtracting. 	<ul style="list-style-type: none"> Using a carrot, potato, lettuce, apple, orange, and banana as manipulatives, have students play “Guess the Color” in Spanish. 	<ul style="list-style-type: none"> Real/Artificial Food such as a Carrot, Potato, Lettuce, Apple, Orange & Banana Chalkboard & Chalk 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 B.4</p>
DAYS OF THE WEEK	<ul style="list-style-type: none"> recite the days of the week, the months of the year, and the seasons with teacher guidance, and in songs, in response to questions such as “¿Cuáles son los días de la semana?”, “¿Cuáles son los meses del año?”, etc. 	<ul style="list-style-type: none"> Sing “Domingo, lunes...” song (“Oh my Darling” tune). Groups of students put themselves in correct order of days with flashcards. Have students create lines after their birthdays month. Students will make physical motions for season words. 	<ul style="list-style-type: none"> Month Placards Spanish/English Calendars Flashcards TPR 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 A.4</p>

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DAYS OF THE WEEK	<p>The students will:</p> <ul style="list-style-type: none"> • identify cognates among the names of months of the year in Spanish. • recognize and identify the calendar in Spanish. • look for the date on a regular basis using a calendar in Spanish. • count the days of a given month, up to 31, on a calendar in Spanish. 	<ul style="list-style-type: none"> • Students will compare and contrast Spanish and English calendars. • Color and number days of each month. • Students will work on calendar activities, watch videos, and sing songs. • Students will work on calendar activities and sing "Cuenta" number song. 	<ul style="list-style-type: none"> • Spanish/English Calendars • Spanish/English Calendars • Crayons • Pencils • Calendar Activities • Videos • Songs • Activity Sheets • Calendar Activities • CD 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Completed Activity Sheets • Teacher Observation 	<p>7.1 A.4</p> <p>7.1 A.4</p> <p>7.1 A.4</p> <p>7.1 A.4</p>
MONTHS OF THE YEAR	<ul style="list-style-type: none"> • identify the clothing worn for warmth in winter in Spanish. 	<ul style="list-style-type: none"> • Students can role play in small groups to practice what they are wearing during the winter. 	<ul style="list-style-type: none"> • Extra Winter Clothes or Winter Clothes on Students 	<ul style="list-style-type: none"> • Teacher Observation 	<p>7.1 A.2</p>

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SEASONS	<p>The students will:</p> <ul style="list-style-type: none"> • recognize the seasons and the months they may fall in. • recognize both the spoken and the written forms for days of the week, months of the year, and the seasons in contexts other than the calendar in Spanish. 	<ul style="list-style-type: none"> • Students will make principal motions for the seasons. • Students will color months a specific color for the season. • Have students illustrate the seasons and label their drawings in Spanish. 	<ul style="list-style-type: none"> • TPR • Spanish/English Calendars • Paper • Pencil • Crayons 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Completed Illustrations 	<p>7.1</p> <p>7.1</p> <p>7.1 A.4</p>
BODY PARTS	<ul style="list-style-type: none"> • identify their face, arms, legs, hands and feet in Spanish. 	<ul style="list-style-type: none"> • Sing songs “Tengo Comezon en la cara” and/or “Me duele la Cabeza” (tune of Alulette). • Students will point to the different parts of their body or play Simon Says in Spanish. • Students will work in groups to put together “Señor Cabeza de Papa” (Mr. Potato Head) as teacher says body parts. 	<ul style="list-style-type: none"> • Songs • Mr. Potato Head • TPR 	<ul style="list-style-type: none"> • Teacher Observation 	<p>7.1 A.1</p>
NUMBERS	<ul style="list-style-type: none"> • count to 30 in Spanish in the context of counting family members and answer questions related to counting. 	<ul style="list-style-type: none"> • Have students draw twenty 20-30 (stick) family members and write numerals in Spanish. 	<ul style="list-style-type: none"> • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Completed Papers 	<p>7.1 A.5</p>

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NUMBERS	<p>The students will:</p> <ul style="list-style-type: none"> count to 20 in Spanish in the context of counting school supplies and answering questions related to counting. 	<ul style="list-style-type: none"> Have students draw up to 20 school items over a period of time. Students will write in Spanish 1-20 (uno-treinta). Students will practice oral and aural skills by counting up to 20 by passing a bean bag. 	<ul style="list-style-type: none"> Paper Pencil Bean Bag 	<ul style="list-style-type: none"> Teacher Observation Completed Papers Teacher Observation 	<p>7.1 A.5</p> <p>7.1</p>
MATH	<ul style="list-style-type: none"> practice addition and subtraction facts using Spanish terms “2 y 2 son 4”, “4 menos 2 son 2”. 	<ul style="list-style-type: none"> Students will read and solve using classroom flashcards. 	<ul style="list-style-type: none"> Flashcards 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 B.4</p>
<u>SOCIAL STUDIES</u>					
PLACES IN SCHOOL	<ul style="list-style-type: none"> identify some of the places found in school (la dirección, el salón, la cafetería, el patio de recreo, biblioteca) in Spanish. 	<ul style="list-style-type: none"> Have students draw a map of their school labeling office room, cafeteria, playground, gym, and library. 	<ul style="list-style-type: none"> Paper Pencils 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 A.3</p>
SCHOOL SUPPLIES	<ul style="list-style-type: none"> identify school supplies in the classroom. 	<ul style="list-style-type: none"> Have students draw and label the things in their desk on a sheet of paper. 	<ul style="list-style-type: none"> Paper Pencils 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 A.3</p>
CLOTHING	<ul style="list-style-type: none"> identify clothing worn for warmth. 	<ul style="list-style-type: none"> Have students label clothes being worn in the winter on a sheet of paper. Play team race to pick up appropriate clothing item. 	<ul style="list-style-type: none"> Paper Pencils Donated winter clothing 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 A.3</p>

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<p style="text-align: center;"><u>SCIENCE</u></p> <p>ANIMALS</p>	<p>The students will:</p> <ul style="list-style-type: none"> recognize and identify several farm animals: rooster, chicken, dog, horse, cow, goat (el gallo, la gallina, el perro, el caballo, la vaca, el chivo/la cabra) in Spanish. 	<ul style="list-style-type: none"> Allow students to make dioramas of farms and farm animals. Encourage them to label the animals in Spanish. Teach “venga a ver mi granja” song. 	<ul style="list-style-type: none"> Shoe Box Magazine or Pictures of Animals Crayons/Markers Glue Scissors Clay Paper 	<ul style="list-style-type: none"> Completed Dioramas 	<p>7.1 C.2</p>
<p>FOODS</p>	<ul style="list-style-type: none"> recognize the names of some common fruits and vegetables. 	<ul style="list-style-type: none"> Have students sing the song “Ay las frutas Bim Bim Bon”. Students will hold up plastic vegetable or fruit as it is sung. 	<ul style="list-style-type: none"> Plastic Fruit or Vegetables Background Music 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 C.4</p>
<p>MUSICAL INSTRUMENTS</p>	<ul style="list-style-type: none"> recognize basic musical instruments (drums, shakers, guitar, and horns). 	<ul style="list-style-type: none"> Have students make maracas and play along with Spanish music. 	<ul style="list-style-type: none"> Paper Towel Tubes Dried Rice Paper Towel Rubber bands Markers 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 C.4 7.2</p>
<p style="text-align: center;"><u>READING</u></p> <p>READING</p>	<ul style="list-style-type: none"> recognize the letters unique to the Spanish alphabet. 	<ul style="list-style-type: none"> Sing “El Alfabeto” song. Color worksheet for unique letters. 	<ul style="list-style-type: none"> Song Sheet CD Papers Pencils 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 C.1</p>

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READING	<p>The students will:</p> <ul style="list-style-type: none"> recognize flash cards for months, seasons, numbers to 20 and farms animals. 	<ul style="list-style-type: none"> Students will listen and follow the words to “La Gallinita Roja”. 	<ul style="list-style-type: none"> Song Sheets Flashcards 	<ul style="list-style-type: none"> Teacher Observation 	7.1 B.5
<u>WRITING</u>	<ul style="list-style-type: none"> provide both oral and written information about things found in the classroom in response to “¿Qué cosas hay en tu salón?” 	<ul style="list-style-type: none"> Have each student write five things on a sheet of paper that they would find in a classroom in Spanish. Class items will be labeled around the class. 	<ul style="list-style-type: none"> Paper Pencils 	<ul style="list-style-type: none"> Completed Papers 	7.2 C.2
<u>CULTURE</u>	<ul style="list-style-type: none"> compare and contrast our schools with those of other countries. recognize landmarks in Spain and the Spanish flag. 	<ul style="list-style-type: none"> Have students watch video “I Love my School – Peru/Ecuador” or “Families of Mexico” to see how other children live. Have students label a map of Spain with its capitol and some landmarks in Spanish. Color a Spanish flag. 	<ul style="list-style-type: none"> Video Map Flag of Spain 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation 	7.2 A.3 7.2 A.2