

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
WORLD LANGUAGE/SPANISH CURRICULUM
GRADE 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
BODY PARTS	<p>The students will:</p> <ul style="list-style-type: none"> identify oral and written forms for body and face. 	<ul style="list-style-type: none"> Students will sing songs, use TPR, illustrate drawings (eg. aliens and monsters) to practice words. Students will play “Simon Dice” with eyes closed. 	<ul style="list-style-type: none"> Activity Sheets Drawing Paper Markers 	<ul style="list-style-type: none"> Simon Dice 	<p>7.1 A.1</p>
FAMILY	<ul style="list-style-type: none"> review names of immediate/extended family members in Spanish. 	<ul style="list-style-type: none"> Students will recall names. Students will draw and label their extended family tree. 	<ul style="list-style-type: none"> Teacher Art Supplies 	<ul style="list-style-type: none"> Completed Family Trees 	<p>7.1 A.3 C.2</p>
COLORS	<ul style="list-style-type: none"> review color names in Spanish. 	<ul style="list-style-type: none"> Students will color a color wheel and use colors to talk about their hair and eyes, food, animals, and other objects in classroom. 	<ul style="list-style-type: none"> Color Wheels 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 A.2</p>
DAYS OF THE WEEK, MONTHS	<ul style="list-style-type: none"> recognize both the spoken and the written forms for days, months, and numbers in Spanish. 	<ul style="list-style-type: none"> Students will fill in a monthly calendar with days, month, numbers, and holidays. 	<ul style="list-style-type: none"> Blank Calendars 	<ul style="list-style-type: none"> Completed Calendars 	<p>7.1 A.6 B.5</p>
NUMBERS	<ul style="list-style-type: none"> recognize spoken and written numbers up to 100. 	<ul style="list-style-type: none"> Students will work chorally and individually with “Hot Frog” game to practice saying numbers. 	<ul style="list-style-type: none"> Bean Bag Ball 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 A.5.a</p>
	<ul style="list-style-type: none"> do simple math problems in Spanish. 	<ul style="list-style-type: none"> Students will recite poem “Dos y dos son cuatro.” They will practice addition and subtraction facts in groups using cards and dice. Teacher will dictate numbers and students will write. 	<ul style="list-style-type: none"> Number Cards on Wall Dice, Cards Flash Cards Dry Erase Boards and Markers 	<ul style="list-style-type: none"> Teacher Observation Aural Assessment 	<p>7.1 A.5 B.4</p>

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MATH	<p>The students will:</p> <ul style="list-style-type: none"> recognize and use common units of metric measure in Spanish. recognize basic language for telling time: quarter after, half past, quarter to, o'clock. 	<ul style="list-style-type: none"> Students will use a meter stick to measure door, floor, and hall. Have them convert to Spanish and record observations on a teacher made table. Students will estimate and then weigh classroom objects in kilograms. Have students use a clock face to introduce basic times. Have students draw hands on a clock worksheet and label. Students practice telling time expressions pretending they are movable clocks. 	<ul style="list-style-type: none"> Meter Sticks Table Worksheets Bathroom Scales Balance Scales Clock Face (movable) Clock Face Worksheet (blank) 	<ul style="list-style-type: none"> Completed Table Worksheets Teacher Observation Completed Clock Worksheets 	<p>7.1 A.5 B.4</p> <p>7.1 A.5.a</p> <p>7.1 A.5 B.4</p>
<p><u>SCIENCE</u></p> <p>ANIMALS</p> <p>PLANTS</p>	<ul style="list-style-type: none"> recognize and identify various animals in Spanish. classify animals by mammal, reptile, etc. match animals to appropriate habitat. review parts of plants and classify plants by habitats. 	<ul style="list-style-type: none"> Students will recognize animal names and reproduce sounds. Show an animal figure and have students recall names. Students will group animals in appropriate classification. Make card game "Go Fish." Illustrate habitats and identify picture prompts to learn vocabulary. Complete activity sheets and word search. Discuss what plants are used to produce and where they are found. Play Bingo. 	<ul style="list-style-type: none"> Animal Figures Card Stock Paper Art Supplies Picture Prompts Handouts Bingo Cards, Chips 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation Completed Drawings Completed Activity Sheets 	<p>7.1 A.5</p> <p>7.1 A.5</p> <p>7.1 A.5</p> <p>7.1 A.3,5</p>

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FOOD	<p>The students will:</p> <ul style="list-style-type: none"> recognize and identify the names of some common vegetables, grains, and fruits in Spanish. classify lettuce, potato and broccoli as vegetables in Spanish. classify the apple orange, banana, grapes, tomato and avocado as fruits in Spanish. classify rice and corn as grains in Spanish. 	<ul style="list-style-type: none"> Show the various foods (or a picture) and have the students recall the names. Have students recall foods and classify them on the board. Split class into classified food groups. Each student will write a food name in Spanish on a card and draw its picture on another. Put group cards together and have students play a game of Memory. 	<ul style="list-style-type: none"> Various Foods or Pictures Plastic Foods Blank Cards Markers/Crayons Chalkboard Groups 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation 	<p>7.1 A.3</p> <p>7.1 A.3</p>
<u>READING</u>					
READING	<ul style="list-style-type: none"> recognize letters unique to Spanish alphabet. 	<ul style="list-style-type: none"> Students will review alphabet with marching song. Children will read lyrics to songs associated with animals, foods, family, body parts, etc. 	<ul style="list-style-type: none"> Song Lyrics 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 C.1</p>
<u>GRAMMAR</u>					
GRAMMAR	<ul style="list-style-type: none"> recognize presence of number and gender in nouns and adjectives in Spanish. 	<ul style="list-style-type: none"> Teacher will model differences using students and body parts as examples: la mano derecha, los pies derechos, etc. Students will complete activity sheets in groups to practice concept. 	<ul style="list-style-type: none"> Transparencies Activity Sheets 	<ul style="list-style-type: none"> Completed Activity Sheets 	<p>7.1 A.2</p>

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<p><u>CULTURE</u></p> <p>CULTURE</p>	<p>The students will:</p> <ul style="list-style-type: none"> • explore the customs and traditions associated with “El Día de los Muertos” in Mexico and compare the holiday to Memorial Day in the United States. • learn about historical background of “Cinco de Mayo.” • identify Spanish speaking countries on a map and the flags that correspond to each country (Mexico, Spain & Puerto Rico). • learn country names and describe geography of Mexico, Spain, and South America. 	<ul style="list-style-type: none"> • Students will watch a movie on “El Día de los Muertos” and make a “calavera” puppet. They will complete a Venn diagram to compare holidays. • Students will color French and Mexican soldier uniforms and complete a word search. Students will make “papel picado” for decorations and bring in Mexican snacks to share. • Students will label and color Spanish speaking countries on a world map. Students will color corresponding flags and play outdoor flag game “Quiero un pasaporte.” • Have students use reference materials to label geographic features of each region. 	<ul style="list-style-type: none"> • Video • Puppet Materials • Venn Diagrams • Activity Sheet • Tissue Paper, Scissors • Snacks • World Map • Flag Coloring Sheet • Laminated Flags on Poles for Game • Atlases • Country Maps 	<ul style="list-style-type: none"> • Completed Puppets and Diagrams • Completed Work • Completed Maps and Flags • Teacher Observation • Completed Maps 	<table border="0"> <tr> <td>7.1</td> <td>A.3</td> </tr> <tr> <td>7.2</td> <td>C.4</td> </tr> <tr> <td></td> <td>C.2,3</td> </tr> <tr> <td>7.2</td> <td>A.3</td> </tr> <tr> <td></td> <td>C.2,3</td> </tr> <tr> <td>7.2</td> <td>A.2</td> </tr> <tr> <td></td> <td>C.3</td> </tr> <tr> <td>7.2</td> <td>A.2</td> </tr> </table>	7.1	A.3	7.2	C.4		C.2,3	7.2	A.3		C.2,3	7.2	A.2		C.3	7.2	A.2
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