

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

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>LISTENING & SPEAKING</u></p> <p>GREETINGS & COURTESY</p>	<p>The students will:</p> <ul style="list-style-type: none"> • speak using culturally appropriate greetings and farewells, both in the classroom and in other settings. • demonstrate good manners in the target language using the appropriate terms. • exchange and interpret oral information about how they are feeling. 	<ul style="list-style-type: none"> • When students enter and exit the classroom, model appropriate terms for “hello” and “goodbye” in the target language using gestures. Students will repeat. • Students will practice greetings and farewells with other students, teachers, friends, and family, etc. • Students will practice saying “thank you” when given something with a partner. • Teacher may also model this when collecting papers or during other classroom routines to integrate the language. • Students will practice asking “How are you?” to a partner; then, the partner will respond using correct terms. Students will then switch roles. • Students will model and review key vocabulary terms and pronunciation prior to activity. 	<ul style="list-style-type: none"> • Vocabulary Cards: <ul style="list-style-type: none"> - <i>hello = hola</i> - <i>goodbye = adios</i> • Puppet • Vocabulary Card: <ul style="list-style-type: none"> - <i>thank you = gracias</i> • Dialogues • Vocabulary Cards: <ul style="list-style-type: none"> - <i>How are you? = ¿cómo estas?</i> - <i>I am fine = Estoy bien</i> - <i>I am not too well = Estoy mal</i> • Dialogues 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p style="text-align: center;"><u>Novice/Mid-Learner Range</u></p> <p>7.1 A.1 B.2 7.2 B.1 C.2</p> <p>7.1 A.1 B.3</p> <p>7.1 A.4 B.3</p>

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FAMILY	<p>The students will:</p> <ul style="list-style-type: none"> identify members of an immediate family: mother, father, brother, sister, as well as a friend. match a picture of a family member with the correct Spanish word. 	<ul style="list-style-type: none"> Students will create a booklet entitled “Los Miembros de la Familia” (The Members of a Family). The booklet will have the pictures and terms underneath them. Students will color the booklet for reinforcement. Show picture cards and model appropriate terms and pronunciation. Students will repeat. Have students bring in a photo of their immediate family. Each student will be asked to point to the people in the photo and tell who they are, using the appropriate terminology. Students may draw a picture of their immediate family. Then cut out the names of the family members in Spanish. Paste or glue the correct name under the person in the illustration (label picture). 	<ul style="list-style-type: none"> Crayons Coloring Booklet Vocabulary Cards: <ul style="list-style-type: none"> - <i>la mamá/madre</i> - mom - <i>el papá/padre</i> - father - <i>el hermano</i> - brother - <i>la hermana</i> - sister - <i>amigo</i> - friend Picture Cards Family Photos 	<ul style="list-style-type: none"> Teacher Observation Completed Activity Sheets 	<p>7.1 A.3</p> <p>7.1 C.3, 4</p>
COLORS	<ul style="list-style-type: none"> identify seven main colors and say the names for them in the target language: red, blue green, yellow, orange, brown, black (Spanish -<i>rojo, azul, verde, amarillo, anaranjado, café, negro</i>). 	<ul style="list-style-type: none"> Teacher will call out colors that the students are wearing (in Spanish) in order to transition to seats, floor, lining up, etc. Have students take out their crayon boxes. Say a color word in Spanish and have them hold up the color that corresponds to the word that was said. Integrated Math/Spanish Activity: Show students a card and they will identify the color shown on it in Spanish as well as recognize what shape it is. Students will complete coloring activity sheets to demonstrate understanding of what they have learned. 	<ul style="list-style-type: none"> Drawing Paper Crayons Strips of Paper with Spanish Names for Family Members Scissors Paste/Glue TPR (Total Physical Response) Activity Crayons Cards with Colored Circles or Other Shapes on Them Coloring Activity Sheets 	<ul style="list-style-type: none"> Completed Activity Sheets 	<p>7.1 A.1 B.1 A.5</p>

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COLORS	<p>The students will:</p> <ul style="list-style-type: none"> • practice their penmanship while also reinforcing the color words in Spanish. • play familiar games to reinforce the color words in Spanish. 	<ul style="list-style-type: none"> • Using lined paper, students will copy the color words from the chalkboard or chart paper using the appropriate crayon. • Students may play any of the following games in either the classroom, gymnasium, or outdoors: <ul style="list-style-type: none"> - I Spy (ex., I spy something <i>azul</i>) Other students will guess what blue thing the blue child is looking at. - Red Rover - Explanation: Have students stand in line on one side of the room and self-evaluate what colors they are wearing. The leader will say "Red Rover, Red Rover, let <i>azul</i> come over." All students wearing blue would go to the other part of the room. Keep going until all colors have been called. - Red Light, Green Light (integrated with development of motor skills) When teacher or leader says green-verde, children go. When they say red-rojo, children stop and freeze. Students need to get from one side to the other by listening and comprehending directions. 	<ul style="list-style-type: none"> • Crayons • Lined Paper • Chalkboard or Chart Paper • Chalk or Marker • Colorful Objects • Reference Chart • Classroom Gymn or Outdoor Area • TPR Activity 	<ul style="list-style-type: none"> • Completed Product • Teacher Observation • Teacher Observation 	<p>7.1 C.2</p> <p>7.1 A.2 B.1</p>

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DAYS OF THE WEEK	<p>The students will:</p> <ul style="list-style-type: none"> • identify the days of the week on a Spanish calendar. • recite the days of the week in Spanish. • practice penmanship while at the same time reinforcing the days of the week in Spanish. 	<ul style="list-style-type: none"> • Model pronunciation and orally review the days of the week. • Point out that the Spanish calendar begins on Monday and is different from our calendar. • Have a calendar with the days of the week missing. Students will put the word cards in the correct place on the calendar. Can be used as a center or done in cooperative groups. • Students will sing a song which can be done and integrated into morning exercises. • Students will copy words from the chalkboard or chart paper using the guidelines. Done on lined paper. 	<ul style="list-style-type: none"> • Calendar • Word Cards: <ul style="list-style-type: none"> - Monday - <i>lunes</i> - Tuesday - <i>martes</i> - Wednesday - <i>miercoles</i> - Thursday - <i>jueves</i> - Friday - <i>viernes</i> - Saturday - <i>sabado</i> - Sunday - <i>domingo</i> • Song about the days of the week • Lined Paper • Pencils • Chalkboard or Chart Paper 	<ul style="list-style-type: none"> • Calendar Activities • Completed Filled-in Calendars • Teacher Observation • Finished Writing Pieces 	<table border="0"> <tr> <td>7.1</td> <td>A.2</td> </tr> <tr> <td>7.2</td> <td>C.3</td> </tr> <tr> <td></td> <td>B.2</td> </tr> <tr> <td>7.1</td> <td>A.2</td> </tr> <tr> <td></td> <td>C.1</td> </tr> <tr> <td>7.1</td> <td>C.2</td> </tr> </table>	7.1	A.2	7.2	C.3		B.2	7.1	A.2		C.1	7.1	C.2
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7.1	C.2																
NUMBERS	<ul style="list-style-type: none"> • identify numbers 1-10 in Spanish. • Count to 10 in Spanish. 	<ul style="list-style-type: none"> • Teacher will say a number in Spanish and students will have to clap that many times. Other variations include jumping, stomping feet, snapping fingers, etc. • Recite numbers as part of opening exercises. Have the numbers written on a chart in the room and displayed. • Have students sing a song with numbers 1-10. 	<ul style="list-style-type: none"> • TPR Activity • Numbers Reference Chart • Song 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation of Participation 	<table border="0"> <tr> <td>7.1</td> <td>A.1</td> </tr> <tr> <td>7.1</td> <td>A.1</td> </tr> <tr> <td></td> <td>C.1,4</td> </tr> </table>	7.1	A.1	7.1	A.1		C.1,4						
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NUMBERS	<p>The students will:</p> <ul style="list-style-type: none"> • use manipulatives to demonstrate understanding of numbers. • identify and recognize groups of objects by listening to and comprehending the target language. • play a game to practice number words in Spanish. • practice number words in an integrated way. 	<ul style="list-style-type: none"> • Give students manipulatives and say a number in Spanish. Have them count out the correct number of manipulatives (counters) to match the number word they heard in Spanish. • Have groups of objects (i.e., 5 pencils, 3 erasers, 2 pens). Teacher will say a number and students have to figure out which group is being talked about and identify it. • Students can play Bingo with numbers 1-10. • Students can play Four Corners. In this game, the counter has to count to ten and then pick a corner from 1-4. These numbers can be spoken in Spanish. • Point out page numbers in Spanish. Model and have the students repeat the pronunciations. 	<ul style="list-style-type: none"> • Manipulatives Such as Bears, Counters, Etc. • Groups of Objects • Bingo Boards • Markers • Numbers Cards or Tiles • A Room w/4 Corners • Various Text Books 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Student Participation • Teacher Observation 	<p>7.1 A.5</p> <p>7.1 A.1, 5</p> <p>7.1 B.1</p> <p>7.1 7.2 B.2 B.1</p>
MATH	<ul style="list-style-type: none"> • recognize number words incorporated into Math. 	<ul style="list-style-type: none"> • Students will complete an activity sheet with simple addition problems (for example). Instead of writing the actual numeral, write the number word in Spanish (ex., dos + dos = cuatro/ 2 + 2 = 4). 	<ul style="list-style-type: none"> • Teacher Made Activity Sheet 	<ul style="list-style-type: none"> • Completed Activity Sheet 	<p>7.1 B.4</p>

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<u>SOCIAL STUDIES</u>	The students will:				
PLACES	<ul style="list-style-type: none"> identify a home and school using appropriate terminology. 	<ul style="list-style-type: none"> Show picture cards and go over terms. Ask students to repeat. 	<ul style="list-style-type: none"> Picture Cards: <ul style="list-style-type: none"> - school - <i>la escuela</i> - home - <i>la casa</i> 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.3
SCHOOL SUPPLIES	<ul style="list-style-type: none"> become immersed in the language by having objects in the classroom labeled. 	<ul style="list-style-type: none"> Label objects in the classroom using word cards primarily for exposure. Students will complete a coloring book with objects/supplies and associated word in Spanish. 	<ul style="list-style-type: none"> Word Cards for Classroom Objects Coloring Book Crayons 	<ul style="list-style-type: none"> Teacher Observation Completed Book 	7.1 C.4 A.3
READING	<ul style="list-style-type: none"> listen to familiar stories in the target language. 	<ul style="list-style-type: none"> Have students give oral retellings in English. Have students listen for key vocabulary terms. When reading, stop if key term comes up and ask children what it means. 	<ul style="list-style-type: none"> Familiar Stories in Spanish 	<ul style="list-style-type: none"> Teacher Observation Oral Retellings 	7.1 A.6
	<ul style="list-style-type: none"> listen to a culturally authentic story and identify main story elements. 	<ul style="list-style-type: none"> After reading a story to the class, go over some main story elements orally, such as the characters and setting. Do oral retellings. 	<ul style="list-style-type: none"> Culturally Authentic Stories 	<ul style="list-style-type: none"> Oral Retellings 	7.1 B.5
CULTURE	<ul style="list-style-type: none"> illustrate an authentic story. 	<ul style="list-style-type: none"> Students will illustrate their favorite part of the authentic story that was read to them. They will share drawings with the class and tell about it. 	<ul style="list-style-type: none"> Authentic Story Drawing Paper Crayons 	<ul style="list-style-type: none"> Drawings 	7.1 C.3 7.2 B.2

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CULTURE	The students will:				
	<ul style="list-style-type: none"> • recognize daily practices of the target culture through literature. 	<ul style="list-style-type: none"> • Students will listen to authentic stories which are rich in culture and traditions from the language. 	<ul style="list-style-type: none"> • Story 	<ul style="list-style-type: none"> • Teacher Observation • Oral Retelings 	7.2 A.1,3
	<ul style="list-style-type: none"> • make a class book using Spanish words based on a familiar story. 	<ul style="list-style-type: none"> • Read “Brown Bear, Brown Bear, What Do You See?” by Eric Carle. Have students make their own extension of the story with different animals and color words which were previously taught. 	<ul style="list-style-type: none"> • “Brown Bear...” Story • Pictures of Animals to Color 	<ul style="list-style-type: none"> • Class Book 	7.2 B.2
	<ul style="list-style-type: none"> • choose a culturally authentic Spanish name. 	<ul style="list-style-type: none"> • Prepare a list of names and let the students choose one. Make a chart of the names and hang in the classroom. 	<ul style="list-style-type: none"> • Spanish/English Name Equivalents • Chart Paper • Chart Marker 	<ul style="list-style-type: none"> • Completed Classroom Chart 	7.2 A.1 C.2
<ul style="list-style-type: none"> • identify where target language is primarily spoken. 	<ul style="list-style-type: none"> • Show students a map or globe and point out countries where Spanish is spoken. 	<ul style="list-style-type: none"> • Map or Globe 	<ul style="list-style-type: none"> • Teacher Observation 	7.2 A.2	

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CULTURE	The students will:				
	<ul style="list-style-type: none"> • identify pictures of distinctive cultural products. 	<ul style="list-style-type: none"> • Show pictures of products (ex., piñata, currency) that can be found on the internet, in a magazine, in actual photographs, etc. • Students may bring in a “Show-and-Tell” if they have anything related to the culture. Send a note home to parents explaining this activity. 	<ul style="list-style-type: none"> • Pictures • Authentic Objects • Parent Note 	<ul style="list-style-type: none"> • Teacher Observation 	7.2 A.4 C.1
	<ul style="list-style-type: none"> • sing culturally authentic songs. 	<ul style="list-style-type: none"> • Sing the “Goodbye” song (la despedida) before departing class each day. 	<ul style="list-style-type: none"> • Song from Video 	<ul style="list-style-type: none"> • Teacher Observation 	7.1 A.2 7.2 C.1 C.3
	<ul style="list-style-type: none"> • participate in culturally authentic experiences. 	<ul style="list-style-type: none"> • Prepare authentic food with children or bring in and have them taste it (tacos, tortillas, guacamole). 	<ul style="list-style-type: none"> • Recipes • Food • Plates & Utensils • Cooking Equipment 	<ul style="list-style-type: none"> • Authentic Dish 	7.1 C.4 7.2 C.3
	<ul style="list-style-type: none"> • identify holidays in common and how they are celebrated. 	<ul style="list-style-type: none"> • Discuss the following holidays: - <i>Feliz Navidad</i> - Christmas - <i>Cinco de May</i> - May 5th - <i>Feliz Compleaños</i> - Birthday Have students compare and contrast how we celebrate vs. the target culture. 	<ul style="list-style-type: none"> • Videos • Pictures • Books 	<ul style="list-style-type: none"> • Teacher Observation 	7.1 C.4 7.2 C.3
<ul style="list-style-type: none"> • recognize authentic clothing of target culture. 	<ul style="list-style-type: none"> • Students may dress up in authentic clothing or colors from the Spanish culture. Show pictures and/or videos to students displaying the types of clothing people wear. 	<ul style="list-style-type: none"> • Pictures • Video • Clothing 	<ul style="list-style-type: none"> • Teacher Observation 	7.1 C.4 7.2 C.3	