

Somers Point School District

Spanish Curriculum

August 2007

Board Approved: November 2008

Subject: Spanish

Grade: Two

First Quarter

- I. Basic Commands
- J. Oral Exchanges
 - a. Greetings
 - b. Introductions
 - c. Health topics (e.g. wellness, feelings, emotions)
 - d. Visual and auditory cues in Spanish speaking cultures
- III. Classroom Objects
- IV. Numbers (0—20)

Second Quarter

- I. Vowel Sounds
- J. Customs in Spanish Speaking World
 - a. Christmas—Poinsettia
- III. Colors
 - a. Identify
 - b. Describe Objects
- IV. Spanish Word Order
 - a. Descriptions in written form
- V. Month and Days of the Week
 - a. Identify birthday, holiday, school, events
 - b. Oral Exchanges regarding age
- VI. Seasons & Weather

Third Quarter

- I. Clothes & Weather
- J. Family
 - a. Orally including names, ages, birthdays, favorite colors
 - b. Written including names, ages, birthdays, favorite colors
- III. Write sentences in Spanish
 - a. Oral Exchanges
 - b. Classroom Objects
 - c. Colors
 - d. Customs

Fourth Quarter

- I. Food & Nutrition
 - a. Likes and Dislikes
 - b. Compare and Contrast
 - c. Cultural Connections
 - d. Food Pyramid
- II. Animals
 - a. Farm animals
 - b. Pets

Grade Level: 2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Basic Command and Oral Exchanges

GOAL: Students will be able to exchange and respond to basic commands.

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

- Give and respond to basic command
- Greet peers
- Introduce themselves and others
- Tell how they feel
- Respond to visual and auditory cues in Spanish speaking cultures

**Essential Questions
Conceptual Understandings**

- Can you follow and give basic command of the classroom
- Can you introduce yourself and others?
- Can you say how you feel?

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- Simon Says game
- Student role play teacher to give commands to other students or teacher
- Use puppets who meet and greet each other
- Students use pictures to say how they feel
- Use TPR to give and respond to commands

Grade Level: 2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Classroom Objects and numbers

GOAL: Students will be able to describe classroom objects and count them up to 20.

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

- Recognize and describe objects in the classroom
- Count from 0-20
- Count objects in the class
- Tell how many objects they or their peers have

**Essential Questions
Conceptual Understandings**

- Can you name, count and describe objects in your class?

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- What's in my backpack—students discover the contents of the teacher's backpack
- Students list and label object they want in their backpacks – email and copy
- I Spy
- Students use numbers 0-20 to count objects in the class
- Students try to guess how many of a certain object are in the class
- Match game-students are given either a picture of the object or its written name. They must then look for their match. The same can be done with numbers
- Students use numbers 0-20 to perform basic addition and subtraction equations
- Treasure hunt- students receive numbered clues to find hidden classroom objects
- Hot-cold game- students chant the hidden object's name softer or louder depending on whether a child is moving closer or further away from said object

Grade Level:2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Vowel Sounds

**GOAL: Students will be able to recognize vowels sounds
and use the proner intonation**

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Recognize Spanish vowel sounds
- Give appropriate intonation for each vowel sound
- Compare and contrast English vs Spanish vowel sounds

- Do you know how the Spanish vowels sound?
- Can you properly pronounce each vowel sound?
- Which Spanish vowels are different or similar to English vowels?

- Students listen to a story or song and identify vowel sounds
- Students write a short poem with rhyming vowel sounds
- Students sing a song and clap hands or stomp feet to emphasize a vowel sound
- Daily review exercises
- Rhyming words card game/flash cards
- Chants
- Find the matching card with syllables

Grade Level:
Subject:

Suggested Days
of Instruction:

TOPIC: Holidays/customs in Spanish speaking countries

GOAL: Students will be able to compare and contrast
Holiday Traditions in the US and Latin American countries

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

- Recognize the differences between Christmas in the U.S. and Latin America
- Compare and contrast Christmas traditions in the U.S. and Latin America

**Essential Questions
Conceptual Understandings**

- What are some important Hispanic celebrations and how do they compare and contrast to those in the U.S.?

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- Students listen to and sing Spanish Christmas carols
- Students create Spanish Christmas cards for friends
- View pictures or video of a celebration and point out similarities and differences to any celebrated in the U.S.
- Story mapping
- Poinsettia story

Grade Level:2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Colors

GOAL: Students will be able to identify colors and use them to describe objects.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Identify colors
- Name colors of classroom objects
- Tell someone their favorite color
- Match a color with its written name

- Can you name the colors you see and use them to describe things?

- I Spy Colors
- Listen to/read a story about colors such as *Arcoiris bajo la ciudad* or others
- Draw a picture that represents each color and write the name of the color next to it
- Color by numbers
- Look at artwork from the target culture and name or write all of the colors you see
- Color song

Grade Level:2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Spanish Word Order

GOAL: Students were able to apply rules of gender and plural versus singular.

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

- Recognize gender of words
- Recognize plural vs singular
- Identify which words are masculine and feminine

**Essential Questions
Conceptual Understandings**

- How are Spanish words different from English words?
- What are Spanish word order conventions?

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- Students arrange words in correct order to form sentences
- Students label items in the class with the correct word form
- Students arrange their vocabulary words by gender
- Create a word wall
- Describe backpack
- Backpack song

Grade Level:2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Seasons & Weather

GOAL: Students will be able to identify and use in conversation birthdays, holidays, and school events.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Identify birthdays, holidays, and school events
- Say when their birthday is
- Recognize each month and day of the week
- Sing a birthday Song in Spanish

- Can you use the months, days and numbers to tell about important events?

- Use a calendar to refer to their birthday, a holiday, or a school event.
- Students try to guess which month has the most birthdays
- Students sing happy birthday to a classmate or teacher
- Students listen to and learn the Mexican song *Las Mañanitas*
- Songs with weather (Itsy Bitsy Spider, Clementine)
- Tally birthdays
- Enchanted Learning – Birthday cakes

Grade Level:2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Animals

GOAL: Students will be able to name animals and pets and use the vocabulary in conversation.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Recognize and name farm animals and pets
- Tell which animals live in a farm or in someone's home
- Recognize animal sounds in Spanish
- Tell their favorite animal
- Describe animals from countries of target culture

- How can you tell about animals in Spanish?

- Match animal name with its picture
- Read a folktale in the target language about animals such as *La cucaracha Martina* or others
- Sing a song from the target culture with animal sounds
- Use a mask or prop to imitate an animal and animal sounds
- Create and draw a fantasy animal ex. part cow, part cat, part chicken
- Match animals with their habitats
- Sing 'Venga Ver Mi Granja'
- El Coguí! Sing, read then draw
- Websites for sounds and pictures
- CD - Decolores

Grade Level:2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Family

GOAL: Students will be able to name and describe family members.

**Objectives/Concepts/
Cumulative Process Standards**

**Essential Questions
Conceptual Understandings**

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

Students will be able to:

- Recognize and name the members of the family
- Briefly describe a family member

- How can you describe your family in speaking and in writing?

- Use puppets to identify and act out family members
- Draw a picture of your family
- Make a simple family tree, draw and label
- Tell how many people are in your family
- Read a story about families or a family member such as *Abuela* or Family Pictures
- Who am I?- Students act out a specific family member and other students must guess who it is
- Poinsettia Project – Students create ornament

Grade Level:2
Subject: Spanish

Suggested Days
of Instruction:

TOPIC: Food & Nutrition

**GOAL: Students will be able to communicate basic foods
and nutritional words.**

**Objectives/Concepts/
Cumulative Process Standards**

Students will be able to:

- Recognize and name basic foods
- Say which foods they like and dislike
- Compare and contrast foods in the U.S. and food in Spanish Speaking countries.

**Essential Questions
Conceptual Understandings**

- Can you say which foods you like and don't like to eat?
- Diet reflects the culture of the people.

**Activities/Materials/Technology
Integration/Interdisciplinary
Connections/Assessment**

- Create a plate of food that they like to eat using paper plates and paste-on pictures
- Label foods by name and category and/or color
- Play "Mystery Food"- students must feel a food item in a paper bag and try to guess what it is.
- Create a food pyramid (interdisciplinary)
- Tell a family member's favorite food
- View pictures or a slideshow of foods from Spanish speaking countries to compare and contrast
- Picture words/concrete poetry- a word is written or drawn to portray its meaning
- Word search or crossword puzzle

2nd Grade Vocabulary

Basic Commands

Spanish	English
Se levantan	Stand up
Se sientan	Sit down
Escuchen	Listen
Levanta/sube la mano	Raise your hand
Silencio	Be quiet
Presta/presten atención	Pay attention (singular/plural)
Ven aquí	Come here
Vámonos	Let's go

Oral Exchanges

Hola	Hello
Por favor	Please
Gracias	Thank you
De nada	You're welcome
Lo siento	I'm sorry
Perdóname	Excuse me
Buenos días	Good morning
Buenos tardes	Good afternoon
Buenos noches	Good night
¿Como estás?	How are you? (informal)
¿Como está usted?	How are you? (formal)
Muy bien	Very well
Así así	So so
Mal	Bad
¿Cómo te llamas?	What is your name?
¿Cómo se llama?	What is his/her name?
Me llamo...	My name is...
¿Cuántos años tienes?	How old are you?
Adios	goodbye
¿Qué?	What?

¿Cómo?	How?
¿Dónde?	Where?
¿Cuántos?	How many?

Classroom Objects

Spanish	English
Lápiz	Pencil
Pizarra	Blackboard
Mochila	Bookbag
Crayones/crayones	Crayons
Libro	Book
Borrador	Eraser
Bandera	Flag
silla	Chair
Puerta	Door
ventana	window

Numbers: 1-20

Vowel Sounds

Spanish	
A	Mamá
E	Te
I	sí
O	Rojo

U	Azul
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Colors

Spanish	English
Azul	Blue
Amarillo	Yellow
Rojo	Red
Anaranjado	Orange
Verde	Green
Morado	Purple
Negro	Black
Blanco	White
Rosado	Pink
café	brown

days of the week, months, holidays

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Navidad	Christmas
El día de los muertos	Day of the Dead
cumpleaños	birthday

Pets and Farm Animals

Spanish	English
Perro	Dog
Gato	Cat
Pájaro	Bird
Pez	Fish
Elefante	Elephant
Cerdo	Pig
Vaca	Cow
Gallo/gallina	Rooster/hen
Oveja	Sheep
Burro	donkey

Family

Spanish	English
Mamá	Mom
Papá	Dad
Hermano/a	Brother/sister
Abuelo/a	Grandfather/grandmother
Yo tengo	I have

Foods/Nutrition

Spanish	English
Manzana	Apple
Uvas	Grapes

Naranja	Orange
Banana/guineo/plátano	Banana
Pollo	Chicken
Leche	Milk
Cereal	Cereal
Pan	Bread
Queso	Cheese
Carne	Meat
Guisantes	Peas
huevos	Eggs
Espinacas	Spinach
Galletas	Cookies
Dulces	Candy
Helado	Ice cream
Jugo	Juice
Arroz	Rice
frijoles	beans
Me gusta/No me gusta	I like/I don't like
Sano/mal	Healthy/bad