






THE FRANCISCAN SCHOOL

— FAITH - ACADEMICS - SERVICE —

Spanish Curriculum: Second Grade

Unit	Goals	Vocabulary/ Structures	Assignments	Assessments	Resources
<u>Introducing yourself/Greetings</u>	To know how to introduce him/herself.	INTRODUCE SELF: We worked on a conversation by answering the following questions: Hola-Hello ¿Cómo te llamas?/What is your name? Me llamo...-My name is... Donde vives?/Where do you live? Vivo en Raleigh./I live in Raleigh. ¡Chao!/Bye! ¡Adiós!/Bye!	We worked on a conversation.	Test-Listening (Draw/Circle/Write)	Puppet Show Model (Mono-Jeffrey) Complete a handout by listening to ways to introduce themselves and to end a conversation.
	To know how to use greetings according to the time of the day.	Greetings:   	Color and copy the words. Write a short sentence.	Test-Listening (draw/circle/match/write) STEAM PROJECT: -Plan a picture with at least 5 colors. -Create a picture using a variety of materials.	VIDEOS https://www.youtube.com/watch?v=kdDu8pFbnRc

				-Self-evaluate their creations.	
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<u>Colors</u>	To recognize the colors.	Rojo-Red Negro-Black Naranja o Anaranjado-Orange Amarillo-Yellow White-Blanco Gris-Grey Azul-Blue Verde-Green Morado-Purple Café o Marrón-Brown Gris-Grey	<u><i>Listen to the teacher and recognise the colors in order to color a picture (colors).</i></u> <u><i>Write a short sentence.</i></u>	Test-Listening (color/circle, write)	VIDEOS https://www.youtube.com/watch?v=M9hxEpBvKdA http://www.youtube.com/watch?v=DsRkoZGaoEM https://www.youtube.com/watch?v=i3O1MCENTwQ https://www.youtube.com/watch?v=uUIbAcZzH2o

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<u>Hispanic countries</u>	To learn facts about a Hispanic country.	Bandera-Flag Mapa-Map Capital-Capital city Comida-Food Moneda-Money Religión-Religion Datos importantes-Facts	Brochure	<u><i>Oral presentation about the assigned hispanic country.</i></u> Test (write about 2 facts)	Research Guide Research questionnaire

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Numbers	<u><i>To count, to recognize the number, to write the numbers in figures and to match/represent the quantity to the figure.</i></u>	Numbers 0-9 <ul style="list-style-type: none"> • 0 – <i>cero</i> • 1 – <i>uno</i> • 2 – <i>dos</i> • 3 – <i>tres</i> • 4 – <i>cuatro</i> • 5 – <i>cinco</i> • 6 – <i>seis</i> • 7 – <i>siete</i> • 8 – <i>ocho</i> • 9 – <i>nueve</i> 	Match figure with number. Listen to the number mentioned by the teacher and write it down. Follow the number sequence. Complete the number sequence.	Test (match, circle, write)	Videos: https://www.youtube.com/watch?v=sz6FCG3ZVJ8 https://www.youtube.com/watch?v=unbPV7I2_vI https://www.youtube.com/watch?v=fVh43cTZzTE https://www.youtube.com/watch?v=2EuOFLYkt5Y https://www.youtube.com/watch?v=qJ93x5PMMko

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**Numbers
10-99**

- 10
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- 11
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- 12
– *doc*
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- 13
– *trec*
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- 14
– *cato*
rce
- 15
– *quin*
ce
- 16
– *diec*
iséis
- 17
– *diec*
isiete
- 18
– *diec*
iocho
- 19
– *diec*
inuev
e


		<ul style="list-style-type: none">• 20 – <i>veinte</i>• 21 – <i>veintiuno</i>• 22 – <i>veintidós</i>• 23 – <i>veintitrés</i>• 24– <i>veinticuatro</i>• 25– <i>veinticinco</i>• 26– <i>veintiséis</i>• 30 – <i>treinta</i>• 31 – <i>treinta y uno</i>• 32 – <i>treinta y dos</i>• 33 – <i>treinta y tres</i>			
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		<ul style="list-style-type: none"> • 40 – <i>cuarenta</i> • 41 – <i>cuarenta y uno</i> • 42 – <i>cuarenta y dos</i> • 50– <i>cinquenta</i> • 60 – <i>sesenta</i> • 70 – <i>setenta</i> • 80 – <i>ochenta</i> • 90 – <i>noventa</i> • 100– <i>cien</i> 			
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<p>La Navidad</p>	<p>To recognize Christmas vocabulary</p> <p>To understand Spanish Carol songs.</p> <p>To create sentences.</p>		<p>Color the Christmas pictures.</p> <p>Write sentences: La bota es roja y blanca.</p>	<p>Project: Booklet</p>	<p>Video: https://www.youtube.com/watch?v=zHxg73ppMbs</p>
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<p>Familia</p>	<p>-To recognise Family Members.</p> <p>-To Identify main family relationships:</p> <p>Example: La mamá de mi mamá es mi _____ abuela _____</p> <p>-To write simple sentences related to family members:</p>	<p>Papá-Dad</p> <p>Mamá-Mom</p> <p>Hijo-Son</p> <p>Hija-Daughter</p> <p>Hermano-Brother</p> <p>Hermana-Sister</p> <p>Abuelo-Grandfather</p> <p>Abuela-Grandmother</p>	<p>Draw family members.</p> <p>Copy the family member in Spanish on the picture that correspond.</p> <p>Write simple sentences; ex: Es mi hermano.</p>	<p>Test (match, listen, cut and paste, write)</p>	<p>VIDEOS</p> <p>https://www.youtube.com/watch?app=&v=vFwulprnNvQ</p> <p>https://www.youtube.com/watch?app=&v=EgN_w3dqMU0&feature=youtu.be</p> <p>https://www.youtube.com/watch?v=oAEB8</p> <p>La familia - The Family (Español/Inglés) Vídeo para niños - YouTube</p>

	<p>Es mi hermano.</p>	<p>Tío-Uncle</p> <p>Tía-Aunt</p> <p>Primo-Male cousin</p> <p>Prima-female cousin</p> <p>Primos-2 or more male cousins</p> <p>Primas-2 or more female cousins</p> <p>A male and a female cousin</p> 			
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<p><u>El Alfabeto</u></p>	<ul style="list-style-type: none"> Recognise the letter names and sounds of the Alphabet in Spanish: they will be encouraged to identify the first sound they hear in a word, to write the letter given by the teacher and 		<p>Make and read words formed by syllables.</p> <p>Write sentences: La silla es azul.</p>	<p>Test (write the letter they hear, join syllables to make words, write words, write sentences)</p>	<p>VIDEOS: https://www.youtube.com/watch?v=D... https://www.youtube.com/watch?v=Dr...</p>

	<p>to complete the missing letter in a word while the teacher reads it (_vi<u>o</u>n-avi<u>o</u>n).</p> <ul style="list-style-type: none"> • Read words: they will be encouraged to read syllables, make words with syllables and read complete words (ca-sa; casa). • Create sentences with words: La casa es roja.-La casa es azul.-La casa es verde. 				
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<p>Class objects</p>	<p>To recognize the word (teacher read it aloud).</p> <p>To write simple sentences with them. Ex: El libro es rojo.</p>		<p>Listen to the word the teacher says and match it to the correct picture.</p> <p>Create an Alphabet Pocket Chart and cut or draw classroom objects that start with each letter of the alphabet.</p> <p>Create simple sentences describing classroom objects; ex: El libro es rojo.</p>	<p>Test (match the classroom object to the word, write, listen)</p> <p>STEAM PROJECT:</p> <ul style="list-style-type: none"> -Create an alphabet chart. -Color and cut out a classroom object that belongs to each letter of the alphabet. Write a sentence with each one. 	<p>VIDEOS</p> <p>https://www.youtube.com/watch?v=DUNjds6xyH4</p> <p>https://www.youtube.com/watch?v=DrnLoSmCdWc</p>
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Days of the week/months/seasons/weather

To be able to recognize the words related to the days of the week and write it on the special they have each day and on any of the activities, they might do on the weekend.

To recognize the word related to each season, write it by using the structure: Es _____ (season) and draw a picture related to it.

To recognize months of the year.

To express weather by completing the sentence: Está _____ (type of weather).

DAYS OF THE WEEK VOCABULARY

- Monday-lunes
- Tuesday-martes
- Wednesday-miércoles
- Thursday-jueves
- Friday-viernes
- Saturday-sábado
- Sunday-domingo

SEASONS VOCABULARY

- Spring-primavera
- Summer-verano
- Fall-otoño
- Winter-invierno

MONTHS OF THE YEAR VOCABULARY

Months of the
January
February
March
April
May
June
July
August
September
October
November
December

WEATHER VOCABULARY



Cloudy-Nublado

They listen to the day of the week the teacher says in English or Spanish and match it to the correct one.

They match the season said by the teacher with the picture that correspond.

They complete the missing month in the sequence. They will have a word bank and the teacher will read the words aloud.

They draw the weather in the box (the teacher will read aloud the type of Weather they should draw) and to complete the sentence: Está _____ (type of weather).

Weather Journal (Copy Day of the Week, the Month, the Season and the Weather-Draw a picture of the School place we are recording the information already mentioned).

Test (listen, match, complete, draw, write)

Videos:

[DAYS OF THE WEEK VIDEOS](https://www.youtube.com/watch?v=hT)

<https://www.youtube.com/watch?v=hT>

<https://www.youtube.com/watch?v=NC>

[SEASONS VIDEOS](https://www.youtube.com/watch?v=T-L)

<https://www.youtube.com/watch?v=T-L>

<https://www.youtube.com/watch?v=b6>

[MONTHS OF THE YEAR](https://www.youtube.com/watch?v=-v)







<https://www.youtube.com/watch?v=-v>

<https://www.youtube.com/watch?v=dF>

[WEATHER](https://www.youtube.com/watch?v=CG)

<https://www.youtube.com/watch?v=CG>

		Sunny-Soleado Rainy-Lluvioso Snowy-Nevoso			
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Unit	Goals	Vocabulary/ Structures	Assignments	Assessments	Resources
Animals: <u>Rainforest/Barn</u>	<p>To recognize a variety of rainforest and barn animals.</p> <p>To create simple sentences with the animals: "El perro es negro".</p>	<p>Rainforest Animals:</p>  <p>Zorro</p>  <p>Buitre</p> <p>Barn Animals</p>  <p>CERDO</p>  <p>VACA</p>  <p>GATO</p>  <p>POLLI</p>	<p>They draw and label the animals.</p> <p>They create sentences with the animals: El perro es negro.</p> <p>STEAM PROJECT:</p> <p>They create a zoo where they will label 2 rainforest and 2 barn animals. Write a sentence about each one.</p>	<p>Test (listen draw, write)</p>	<p>VIDEOS RAINFOREST:</p> <p>https://www.youtube.com/watch?v=KtJNzL8gdc</p> <p>BARN:</p> <p>https://www.youtube.com/watch?v=2lOUd_kSto</p> <p>https://www.youtube.com/watch?v=FX6QTZKPuA</p>