

FLES CURRICULUM FOR GRADE 2

UNIT 1:
Calendar

TOPIC A: Date

TOPIC B: Days of the week

TOPIC C: Year

TIME: TBD (daily as a continuous study)

ESSENTIAL QUESTION: How can you express the calendar date in Spanish?

NYS STANDARD:

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understanding

STUDENT LEARNING OUTCOME: At the end of this topic all students will be able to:

- Give the calendar date in Spanish
- Give the days of the week in Spanish
- Give the year in Spanish

SUGGESTED ACTIVITIES

- As a daily activity, students will recite the day of the week in Spanish as well as the previous day and the following day
- As a daily activity students will recite the date in Spanish
- Students will recite the year in Spanish
- Sing songs reinforcing the calendar
- Recite birthdays
- Read storybooks
- Teacher generated worksheets
- Students and teacher will fill in calendar daily
- While filling in calendar, students will recognize missing letters or words from the beginning of a calendar month and will fill the answers in together as a class

VOCABULARY:

- Months/meses
- Days/días
- Year/año
- Hoy es _____
- Ayer fue _____
- Mañana será _____

REFERENCES AND RESOURCES:

- Classroom calendar
- Teacher generated worksheets
- Teacher generated materials
- Student calendar to be filled in daily
- Student folder
- Sing, Dance, Laugh and Eat Tacos Volumes 1, 2, 3
- Ole Ole Ole (CD)
- The Book of Seasons
- Feliz Cumpleaños
- Un lunes por la mañana

UNIT 2:
Alphabet

TOPIC A:
A-F

TOPIC B:
G-K

TOPIC C:
L-P

TOPIC D:
Q-T

TOPIC E:
U-Z

TIME: (daily as a continuous study)

ESSENTIAL QUESTION: How can you recite the Spanish alphabet and spell words using the Spanish alphabet?

NYS STANDARD:

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understanding

STUDENT LEARNING OUTCOME: At the end of this topic all students will be able to:

- Recite the Spanish alphabet in Spanish
- Recognize missing letters in Spanish
- Spell words in Spanish
- Recognize similarities and differences between the Spanish alphabet and English alphabet

SUGGESTED ACTIVITIES:

- Students will orally recite the alphabet in Spanish
- Students will spell their name orally using the Spanish alphabet
- Students will recognize missing letters from words and provide the missing letter by reciting it in Spanish
- Hangman using the Spanish alphabet

- Throughout the unit of study, students will focus on letters and fill out a “Spanish alphabet book”
- Students will recite different letters in Spanish in order to fill out a monthly/daily calendar and complete incomplete words
- Storybooks
- Worksheets
- songs

VOCABULARY:

- A-F
- G-K
- L-P
- Review A-P
- O-T
- U-Z
- Review A-Z

*Students will be able to recognize ch, ll, ñ, rr (the 4 additional letters of the Spanish alphabet not contained in the English alphabet).

REFERENCES AND RESOURCES:

- Sing, Dance, Laugh and Eat Tacos CD
- Ole Ole Ole (CD)
- Teacher generated materials
- Student alphabet workbook
- Student folder
- Large alphabet cards displaying Spanish alphabet
- Animales De La A A La Z
- ABC De Puerto Rico
- A De Alfabeto
- Las Letras Hablan
- De La A A LA Z con Don Quijote

UNIT 3:
Numbers 0-100

Topic A:

Numbers 0-100

Topic B:

Numbers 101-1000

TIME: TBD (daily as a continuous study)

ESSENTIAL QUESTION: How do you express in Spanish the numbers 0-1000?

NYS STANDARD:

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understanding

STUDENT LEARNING OUTCOME: At the end of this topic all students will be able to:

- Count from 0-1000 in Spanish
- Fill in missing numbers from 0-1000 in Spanish
- Recite their phone number in Spanish

SUGGESTED ACTIVITIES:

- Students will count from 1-1000 in Spanish orally.
- Teacher will put a pattern on the board and students will figure out the missing number from the pattern and recite it in Spanish.
- BINGO
- Recite phone numbers in Spanish
- Students will write the number recited by teacher in Spanish on a dry erase board
- Teacher will ask students random numbers each day and the students will recall the number in Spanish
- Students will count different objects (reinforcing other vocabulary) aloud in Spanish

VOCABULARY:

- 200- doscientos
- 300- trescientos

- 400- cuatrocientos
- 500- quinientos
- 600- seiscientos
- 700- setecientos
- 800- ochocientos
- 900- novecientos
- 1000- mil

REFERENCES AND RESOURCES:

- Sing, Dance, Laugh and Eat Tacos (CD)
- Learn Spanish (CD)
- Teacher generated materials
- Dry erase boards
- Ole Ole Ole (CD)
- Set of large numbers
- The Ten Best Things About Dad
- Ten Black Dots
- Ten Little Fingers
- Fiesta Para 10
- Cuando Da la Una
- Los Números Yo Tenía Diez Perritos
- Cuenta con Maisy

UNIT 4:
Descriptions

TOPIC A:
Adjectives

TOPIC B:
Verb Ser

TIME: TBD (daily as a continues study)

ESSENTIAL QUESTION: What adjectives can you use to describe your friend?
What form of the verb ser do you use to describe yourself?

NYS STANDARD:

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings

STUDENT LEARNING OUTCOME:

At the end of this unit students will be able to

- Identify in Spanish adjectives used to describe people and things
- Use the singular forms of the verb ser (soy, eres, es) in order to describe people and things

SUGGESTED ACTIVITIES:

- Students will practice describing people and things using Spanish adjectives
- Students will respond to questions in the target language to reinforce vocabulary
- Students will use the verb ser to describe themselves and others using the singular form
- Students will be read in the target language to practice vocabulary
- Students will complete teacher generated activity sheets
- Students will use visuals (flashcards and posters) to reinforce vocabulary

VOCABULARY:

Adjectives

- inteligente
- rápido
- lento
- fuerte
- débil
- bonito/lindo
- guapo
- feo
- cómico

- serio
- corto
- largo

Ser

- (yo) soy
- (tú) eres
- (el/ella) es
- Students will learn the singular forms of this verb in order to describe themselves, others or individual things

REFERENCES AND RESOURCES:

- Teacher generated materials
- Flashcards
- Posters
- Learn Spanish CD
- Dr. Jean in Spanish
- Storybooks
 1. ¿Eres mi mama?
 2. Clifford y los opuestos
 3. Opuestos con Jorge el curioso
 4. Esta bien ser diferente
 5. Mi tío Andy
 6. La hermanita de Franklin
 7. Las diez mejores cosas de papa

UNIT 5:
Locations

TOPIC A:
Prepositions

TOPIC B:
Verb *Estar*

TIME: TBD

ESSENTIAL QUESTIONS: What prepositions do you use to describe the location of your teacher?

NYS STANDARD:

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings

STUDENT LEARNING OUTCOME: At the end of this unit students will be able to:

- Prepositions in Spanish in order to give the location of people, places or things.
- Use the 3rd person singular form of the verb *estar* (*esta*) in order to express where people, places and things are located.

SUGGESTED ACTIVITIES:

- Students will learn prepositions through the use of flashcards
- Students will practice using prepositions in Spanish to give the location of people, places and things to reinforce vocabulary
- Students will complete teacher generated materials (worksheets)
- Students will sing along to songs from Learn Spanish CD to practice vocabulary
- Students will be read storybooks that focus on the unit of study
- Students will play games to practice prepositions and the verb *estar*

VOCABULARY:

Prepositions

- debajo de
- encima de
- enfrente de
- delante de
- detrás de
- a la izquierda de
- a la derecha de
- al lado de
- dentro de
- afuera de
- cerca de

- lejos de

*Students will learn the 3rd person singular form of “estar” in order to use the above prepositions

REFERENCES AND RESOURCES:

- Teacher generated materials
- Flashcards
- Posters
- Learn Spanish CD
- Story books
 1. ¿Donde se esconde Maisy?
 2. ¿Donde vive Maisy?
 3. ¿Adonde vas Maisy?
 4. El viaje de Lisa
 5. Eloise en Paris
 6. ¿Donde esta el hombliguito?

UNIT 6:
Sports

TOPIC A:
Sports

TOPIC B:
Verb “Gustar”

TIME: TBD

ESSENTIAL QUESTION:

- Which sports do you like?
- Which sports do you dislike?

NYS STANDARD:

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings

STUDENT LEARNING OUTCOME: At the end of this unit students will be able to:

- Identify 15 sports in Spanish
- Orally recite 15 sports in Spanish
- Orally recite the sports they like and dislike using the verb “gustar” in a full sentence

SUGGESTED ACTIVITIES:

- Students will complete teacher created handouts/worksheets
- Students will participated in games using teacher created flashcards
- Students will practice using the verb “gustar” while writing sentences on sentence strips
- Students will play BINGO to reinforce vocabulary
- Students will be read stories that focus on the unit of study
- Students will sing along to songs from the Spanish Learning CD

VOCABULARY:

Sports

- Baloncesto
- Fútbol
- Fútbol Americano
- Tenis
- Béisbol
- Golf
- Natación
- Lacrosse
- Boliche/bolos

- Partinar sobre hielo
- Correr
- Bailar
- Hockey
- Surfear
- Monopatinaje

*Students will learn the me gusta and te gusta forms of “gustar” in order to express activities they like or do not like to do

REFERENCES AND RESOURCES:

- Teacher generated materials
- Flashcards
- Posters
- Learn Spanish CD
- Storybooks:
 1. “Soccer Game”
 2. “A Maisy le gusta conducir”
 3. “A Maisy le gusta jugar”

UNIT 7:
Time

TOPIC A:
Telling Time

TIME: TBD

ESSENTIAL QUESTIONS:

- What time is it?

NYS STANDARD:

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings

STUDENT LEARNING OUTCOME: At the end of this unit students will be able to:

- Translate the time after hearing it in Spanish or English
- Answer the question “¿Que hora es?”
- Orally recite the time in Spanish after viewing an analog or digital clock
- Read the written time in Spanish

SUGGESTED ACTIVITIES:

- Students will complete teacher created worksheets/handouts
- Students will use plastic clocks to create the time orally recited by the teacher
- Students will use plastic clocks to create the time that they read
- Students will play BINGO to reinforce time
- Students will read storybooks that focuses on the unit of study
- Students will sing along to Spanish Learning CDs

VOCABULARY:

Time

- ¿Qué hora es?
- Es la _____
- Son las _____
- ¿A qué hora?
- A la _____
- A las _____
- Mediodía
- Medianoche
- Media
- cuarto

REFERENCES AND RESOURCES:

- Teacher generated materials

- Flashcards
- Posters
- Learn Spanish CD
- Plastic clocks
- Story books
 1. “Clifford y la hora de dormir”
 2. “Clifford y la hora del baño”
 3. “El reloj de mi abuela”
 4. “Es la hora de”