

BRIDGETON PUBLIC SCHOOLS

**SUBJECT – World Language
UNIT/LESSON PACING CHART**
Core Series: Risas y Sonrisas

**Course: World Language/Spanish 2nd Grade
Essential Questions:**

**Week One: Classroom Policy, Rules and Procedures
Introduction to Spanish class/Cognates**

Common Core Standards:
7.1.NM.A.1,2,3,4/7.1.NM.B.2,4,5/7.1.NM.C.2,3,5

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
1 day	<p>Introductory lesson: Objectives:</p> <ul style="list-style-type: none"> - Validate the classroom rules and procedures for the Spanish class. - Understand their role in the classroom. 	<p>Name of Resource and Page #'s</p> <ul style="list-style-type: none"> - Power Point presentation. - Teacher made materials. - Participation rubric. - Printout of the classroom rules. 	Social Studies	<ul style="list-style-type: none"> - Teacher observation - Student participation - Signed classroom rules
1 day	<ul style="list-style-type: none"> - Identify and recognize the classroom routines by practicing them under teacher's direction. - Individually give personal information as well as likes and dislikes by participating in a class dialogue. 	<ul style="list-style-type: none"> - Teacher made materials 	Social Studies	<ul style="list-style-type: none"> - Teacher observation - Student participation
3 days	<p>Lesson 1</p> <ul style="list-style-type: none"> - Recognize the classroom procedures. - Share their thoughts on why is it very important to learn Spanish by participating in a class discussion using the textbook. - Understand that Spanish and English share many words in common. - Ask and respond to the question “¿Cómo te llamas?” 	<ul style="list-style-type: none"> - Textbook. Introductory pages. - Teacher's manual page 84. - World map. - CD song #4 	Social Studies	<ul style="list-style-type: none"> - Teacher observation - Student participation

	<p>Me llamo... Se llama... <i>What is your name? His/Her name is ...</i> by playing a game.</p> <p>Culture: Identify Spanish speaking countries by locating them in the world map.</p> <ul style="list-style-type: none"> - Practice the pronunciation of vowels. - Review the colors in Spanish. 	<ul style="list-style-type: none"> - Cognates poster. - Teacher's manual page 84,85 - Teacher's manual page 33 (Word chain) - Flashcard #11 	<p>Language Arts</p>	<ul style="list-style-type: none"> - Teacher observation - Student participation
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SUBJECT – World Language
UNIT/LESSON PACING CHART

Core Series: *Risas y Sonrisas*

Course: World Language/Spanish 2nd Grade

Week Two: Greetings/Q&A/ Colors/Shapes

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>1 day</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> - Ask and respond to ¡Hola! ¿Cómo estás? Muy bien gracias. ¿Y tú? Hello! How are you? Very well, thank you. And you? - Identify the colors in Spanish by associating the words with some English sounds. - Recognize the sounds of vowels in Spanish by reading, listening and repeating the sounds. - Practice consonants sounds by reading cognates. 	<ul style="list-style-type: none"> - Vowels poster. - Teacher’s manual page 86,87 - Music CD #3-5 - Textbook page #2, 4,5,12,13 - Cognate cards - B&W posters 	<p>Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished activities
<p>2 days</p>	<p>Lesson 3</p> <ul style="list-style-type: none"> - Respond to ¡Mucho gusto! ¡Bienvenidos! ¡Hasta mañana! ¡Adiós! Nice to meet you! Welcome! See you tomorrow! Goodbye! - Identify colors - Recognize consonant sounds - Memorize the alphabet by singing a song - Practice pronunciation by reading cognates - Identify and recognize numbers from 1 to 10 	<ul style="list-style-type: none"> - Teacher’s manual page 88,89 - B&W posters - Colors poster - Colors cards - Color tiles - Textbook pages # 2-9;12 - 13. - Activity workbook 1 pages # 	<p>Language Arts Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets

<p>2 days</p>	<p>- Recall the colors in Spanish by participating in a class activity. - Review and practice the colors in Spanish by singing a song and participating in a coloring activity. Culture: Students will understand that the same color can have a different name depending on the country.</p> <p>Lesson 4</p> <p>- Ask and respond to ¿Cuántos años tienes tú? Tengo # años. <i>How old are you? I am ...years old.</i> - Identify and recognize colors by singing and memorizing a song. - Recognize vowel sounds by playing a game. - Practice the pronunciation of consonants by singing a song. - Identify and recognize the words for shapes in Spanish.</p>	<p>6 and 7</p> <ul style="list-style-type: none"> - Colors poster - Music CD #3, 5. - Flashcards # 8, 11. <ul style="list-style-type: none"> - Q&A flashcards #7,8,11,13,15 - Music CD # 1-5 - Games - Vocabulary Cards - Cognate cards - Posters - Teacher's manual pages 48, 90-91 - Workbook #1 pages 10-11 	<ul style="list-style-type: none"> - Language Arts - Math 	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets
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**SUBJECT – World Language
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Core Series: Risas y Sonrisas

Course: World Language/Spanish 2nd Grade

Week Three: Q&A/Numbers 11-100/Skip counting/Emotions/Shapes

Common Core Standards:

- 7.1.NM.A.1,2,3,4,5
- 7.1.NM.B.2,3,4,5/7.1.NM.C2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
<p>2 days</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> - Respond to ¡Buenos días! ¡Buenas tardes! ¡Buenas noches! ¡Aquí estoy! ¡Terminé! ¡Ya me voy! <i>Good morning! Good afternoon! Good evening!</i> and <i>I'm here! I'm finished! I'm leaving!</i> - Review numbers from 1 to 10 and shapes. - Review Alphabet pronunciation. - Identify words for emotions 	<p>Teacher's manual pages 36-37, 48, 92-93</p> <ul style="list-style-type: none"> - Q&A flashcards # 1, 8-11, 13,15 - Music CD #1-5,7 - Games - Vocabulary cards: emotions, Colorines, Shapes, cognates- yellow cards - Posters 	<p>Social Studies Math Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation
<p>2 days</p>	<p>Lesson 18</p> <ul style="list-style-type: none"> - Identify numbers from 11-100 - Count back and forth - Skip count by 2's, 5's 10's - Understand a sustained conversation about a visit to the doctor - Write numbers - Keep a writing journal - Keep a passport to record their progress. 	<ul style="list-style-type: none"> - Teacher's manual page 111 - Q&A flashcards # 1-22 - Music CD # 1-12 - Games: Around the World, Relay - Vocabulary Cards - Readers Theatre <i>La Visita al Doctor</i> 	<p>Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets - Student Passports

<p>1 day</p>	<p>Lesson 19</p> <ul style="list-style-type: none"> - Ask and respond to the command ¡Vamos a hacer matemáticas! ¿Cuánto es? <i>Let's do math! How much is #... +--x/? Equals =</i> - Count from 1 to 10 using fingers. - Identify numbers from 1 -100. - Skip count by 2's, 5's and 10's. - Role play a sustained conversation about a visit to the doctor. 	<ul style="list-style-type: none"> - Posters - Workbook #1 pages 35-36 - Teacher's manual page 112 - Q&A flashcards #23-24 - Music CD: #2-12 - Games: Flyswatter - Vocabulary Cards: Numbers - Readers Theatre: <i>La Visita al Doctor</i> - Posters: B/W Numbers 11-100/ 1-19/20-100 - Workbook #1 pages 37, 38 	<p>Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets - Student passports
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SUBJECT – World Language

UNIT/LESSON PACING CHART

Core Series: *Risas y Sonrisas*

Course: World Language/Spanish 2nd Grade

Week Four: Q&A/Numbers 11-100/Conversation

Common Core Standards:

- 7.1.NM.A.1,2,3,4,5
- 7.1.NM.B.2,3,4,5/7.1.NM.C2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
1 day	<p>Lesson 20</p> <ul style="list-style-type: none"> - Respond to ¡Muchas gracias! ¡De nada! ¡Perdón, lo siento! ¡No hay problema! <i>Thank you! Please! You are welcome! I'm sorry! No problem!</i> - Identify and recognize numbers from 11-100. - Voluntarily role play <i>La visita al doctor</i> 	<p>Teacher's manual page 113</p> <ul style="list-style-type: none"> - Q&A flashcards # 25-26 - Music CD #2,12,15 - Games: Ask your Neighbor, Guess my number, Number Dominos - Activity workbook #1 pages 39-40 - Posters 	<p>Social Studies</p> <p>Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Student passports - Writing journals
2 days	<p>Lesson 21</p> <ul style="list-style-type: none"> - Respond to the commands ¡Por favor dame...! ¡Toma, aquí tienes...! <i>Please give me...! And Here is...!</i> 	<ul style="list-style-type: none"> - Teacher's manual page 114 - Q&A flashcards # 27,7 - Music CD # 10,12, 15 - Games: Where is it? 	<p>Math</p> <p>Social Studies</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Student Passports

<p>2 days</p>	<p>- Identify and recognize numbers from 11-100 and Directions. - Voluntarily role play <i>La visita al doctor</i></p> <p>Culture Compare and contrast how people greet each other in Spanish speaking countries.</p> <p>Lesson 22 - Practice Q&A by singing songs and playing games.</p>	<p>- Vocabulary Cards: Body I & 2, Colors, Numbers, Shapes, Emotions. - Readers Theatre <i>La Visita al Doctor</i> - Posters - Textbook page 35</p> <p>- Teacher's manual page 115 - Q&A flashcards #1-27 - Music CD: #8-15 - Games: Scribble - Vocabulary Cards: Numbers, Body I & II, colors, Shapes, Emotions - Readers Theatre: <i>La Visita al Doctor</i> - Posters: B/W Chiqui Gua, Numbers, Questions, Mexican Cheer, Magic Words, Directions</p>	<p>Math Science Social Studies</p>	<p>- Writing journal</p> <p>- Student participation - Teacher observation</p>
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BRIDGETON PUBLIC SCHOOLS
SUBJECT – World Language
UNIT/LESSON PACING CHART
Core Series: Risas y Sonrisas

Course: World Language/Spanish 2nd Grade

Week Five: Q&A/Family/Conversation/Gender

Common Core Standards:

- 7.1.NM.A.1,2,3,4,5
- 7.1.NM.B.2,3,4,5/7.1.NM.C.2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 23</p> <ul style="list-style-type: none"> - Identify and recognize Spanish words for family members. - Differentiate masculine from feminine nouns by its ending in “o’ or “a.” - Sustain a conversation using ¿Quién es él/ella? Él/Ella es mi... <i>Who is he/she? He/She is my...</i> 	<ul style="list-style-type: none"> Teacher’s manual page 116 - Q&A flashcard # 28 - Music CD #16 - Vocabulary Cards: Family-blackline master - Games: Word chain - Butcher paper, markers, crayons. - Posters: B\W Family, Family 	Social Studies Language Arts	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished posters
2 days	<p>Lesson 24</p> <ul style="list-style-type: none"> - Respond to ¿Cómo se llama él/ella? Él/Ella se llama... <i>What is his/her name? His/Her name is...</i> 	<ul style="list-style-type: none"> - Teacher’s manual page 117 - Q&A flashcards # 28-29 	Social Studies	<ul style="list-style-type: none"> - Student participation - Teacher observation

<p>1 day</p>	<ul style="list-style-type: none"> - Identify and recognize words for family members. - Practice vowel sounds <ul style="list-style-type: none"> - Demonstrate knowledge acquired by taking a quiz. 	<ul style="list-style-type: none"> - Music CD # 16-17 - Games: Go fish - Vocabulary Cards: Family-blackline master - Posters: B\W Family, Family, <i>I will give you.</i> - Textbook page 38,39 - Activity workbook #2 page 2 <ul style="list-style-type: none"> - Teacher made quiz. 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student Passports - Finished worksheets <ul style="list-style-type: none"> - Finished Quiz
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SUBJECT – World Language
UNIT/LESSON PACING CHART

Core Series: *Risas y Sonrisas*

Course: World Language/Spanish 2nd Grade

Week Six: Q&A/Family/Conversation/Opposites/Adjectives

Common Core Standards:

- 7.1.NM.A.1,2,3,4,5
- 7.1.NM.B.2,3,4,5/7.1.NM.C.2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
3 days	<p>Lesson 25</p> <ul style="list-style-type: none"> - Ask and respond to ¿Qué edad tiene tu...? Mi... tiene # años. <i>How old is your...? My ... is #years old.</i> - Identify and recognize the words for family members. - Identify and recognize words for Opposites. - Understand the concept of adjectives. - Review and practice words for parts of the body and opposites. 	<p>Teacher's manual page 118,119</p> <ul style="list-style-type: none"> - Q&A flashcard # 30 - Music CD #16-18 - Games: Opposite Bingo - Posters: B\W Family, Family, <i>I will give you</i>, Opposites - Activity Workbook #2 pages 3,4 - Vocabulary Cards: Family-blackline master - Posters: Opposites, Body I&II 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets

<p>2 days</p>	<p>Lesson 26</p> <ul style="list-style-type: none"> - Ask and respond to ¿Quién falta? Falta... <i>Who's missing? ...is missing.</i> - Write and act out short skits using the Q&A's previously learned. - Identify and recognize words for Opposites in Spanish. 	<ul style="list-style-type: none"> - Teacher's manual page 120. - Q&A flashcards #31. - Music CD # 16-18. - Games: Who is missing? Secret Word, Charades. - Vocabulary Cards: Family pictures-blackline master, Opposites. - Posters: B/W Family, Opposites - Workbook #2 pages 5-8 	<p>Language Arts Social Studies</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets
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Course: World Language/Spanish 2nd Grade

Week Seven: Q&A/Family/Conversation/Opposites/Adjectives

Common Core Standards:

- 7.1.NM.A.1,2,3,4,5
- 7.1.NM.B.2,3,4,5/7.1.NM.C2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 27</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cómo es el/la...? Él/La es... <i>What is...like? ...is...</i> - Identify and recognize the words for family members. - Identify and recognize words for Opposites. 	<p>Teacher's manual page 121</p> <ul style="list-style-type: none"> - Q&A flashcard # 32 - Music CD #16-18 - Games: Concentration - Posters: B\W Family, Family, <i>I will give you</i>, Opposites - Activity Workbook #2 pages 9-12 - Vocabulary Cards: Body, Opposites 	<p>Social Studies Language Arts</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets - Student Writing Journals
2 days	<p>Lesson 28</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cómo eres tú? Soy... ¿Por qué? Porque... <i>What are you like? I am ... Why? Because...</i> - Identify and recognize words for Opposites in Spanish. - Identify and recognize words for family members by role playing a skit. 	<p>Teacher's manual page 122</p> <ul style="list-style-type: none"> - Q&A flashcards #33, 35. - Music CD # 16-18. - Games: Snake of words. - Vocabulary Cards: Opposites. - Posters: B/W Family, 	<p>Language Arts Social Studies</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Finished worksheets - Student Writing Journals

1 day	<ul style="list-style-type: none">- Write a list of Opposites in their writing journals- Demonstrate knowledge acquired by taking a quiz.	Opposites	- Teacher made quiz.	- Finished quiz.
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SUBJECT – World Language

UNIT/LESSON PACING CHART

Core Series: Risas y Sonrisas

Course: World Language/Spanish 2nd Grade

Week Eight: Q&A/Emotions/Opposites/Numbers 100-1000/Family/Animals

Common Core Standards:

- 7.1.NM.A.1,2,3,4,5
- 7.1.NM.B.2,3,4,5/7.1.NM.C.2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 29</p> <ul style="list-style-type: none"> - Review concepts previously learned by singing songs and playing games. - Understand a sustained conversation about family - Identify numbers from 1-100 - Practice words for family by reading and acting out a skit. 	<p>Teacher's manual page 123</p> <ul style="list-style-type: none"> - Music CD Song library - Games: Merry-go-round, Charades, Domino - Posters: Numbers - Vocabulary cards: Ch. 1 or 2 - Readers Theater: Mi Familia-page 50 or WB 2 pg. 27 - Textbook page 45 	<p>Social Studies Language Arts Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation
1 day	<p>Lesson 30</p> <ul style="list-style-type: none"> - Recognize words for emotions - Identify words for Opposites - Skip counting by 100's 	<ul style="list-style-type: none"> - Teacher's manual page 124 - Music CD # 12 - Games: Flyswatter - Vocabulary Cards: Emotions, Opposites. - Posters: Numbers 	<p>Language Arts Social Studies Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation

<p>2 days</p>	<p>Lesson 31</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cuánto cuesta? Cuesta... ¿Cuánto cuestan? Cuestan...<i>How much (is it) does it cost? It costs... How much (are they) do they cost? They cost...</i> - Review Opposites. - Acquire vocabulary for wild animals - Practice words for family by reading and acting out a skit. 	<ul style="list-style-type: none"> - Teacher's manual page 125 - Q&A flashcards # 39a-39b - Music CD #19 <p>Games: How much does it cost? Remember I, Wild Animal Bingo</p> <ul style="list-style-type: none"> - Textbook page 46 - Posters: Opposites, Wild Animals - Readers Theater: Mi Familia- page 50 or WB 2 pg. 27 	<p>Language Arts Science</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation - Student passport
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Core Series: Risas y Sonrisas

Course: World Language/Spanish 2nd Grade

Week Nine: Q&A/Opposites/Family/Animals/Culminating activities

Common Core Standards:

- 7.1.NM.A.1,2,3,4,5
- 7.1.NM.B.2,3,4,5/7.1.NM.C2,3,4

Timeline	Student Learning Objectives	Reading Resources	Cross Curricular Correlations	Assessments
2 days	<p>Lesson 32</p> <ul style="list-style-type: none"> - Ask and respond to ¿Qué hay en...? Hay... <i>What is in...? There is/are...</i> - Identify and recognize words for Opposites and family. - Voluntarily role play a skit about family 	<ul style="list-style-type: none"> - Teacher's manual page 126 - Q&A flashcard #36 - Music CD #19 - Games: Secret Word - Posters: Numbers - Vocabulary cards: Family- blackline master, Opposites, Habitat cognate pictures - Readers Theater: Mi Familia- page 50 or WB 2 pg. 27 	<p>Social Studies Language Arts Math</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation
1 day	<p>Lesson 33</p> <ul style="list-style-type: none"> - Ask and respond to ¿Cuál te gusta más...o...? Me gusta más el/la... <i>Which one do you like better... or...? And I like... better.</i> - Identify words for wild animals 	<ul style="list-style-type: none"> - Teacher's manual page 127 - Q&A flashcard #37 - Music CD # 19 - Games: Around the world, Snake of words 	<p>Language Arts Social Studies</p>	<ul style="list-style-type: none"> - Student participation - Teacher observation

<p>2 days</p>	<p>- Voluntarily role play a skit about family</p> <p>Culminating Activities</p> <ul style="list-style-type: none"> - Demonstrate knowledge acquired by taking a quiz. - Reflect on their experience for Spanish class by giving their feedback. - Play their favorite Spanish class games. - Review of passports 	<p>- Vocabulary Cards: Wild Animals</p> <p>Posters: Wild Animals</p> <ul style="list-style-type: none"> - Teacher made quiz - Teacher made questionnaire - Game resources 	<ul style="list-style-type: none"> - Student participation - Finished quiz - Student passport
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