

Spanish Grades 1-3 Scope and Sequence

Dates	First Grade	Second Grade	Third Grade
September - October	<p>Unit: "Let's Play"</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name and age) Colors Numbers (1-20) Date (day of the week) <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Qué día es hoy? Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. Engage in small conversation by using yes/no or A/B answer. Reinforce vocabulary by learning songs and playing games. Movement activities. Identify, recognize, and use different vocabulary words that appear during the reading: "Oso pardo, Oso pardo, ¿Qué ves ahí?" Cultural practice and belief (Hispanic Heritage Month) <p>Songs: "Buenos Días", "Adiós", "Bailando Rápido", "Chocolate."</p> <p>Book: "Oso pardo, Oso pardo, ¿Qué ves ahí?" (Brown bear, Brown bear, What do you see there?) By Eric Carle.(Hello Ocean) "Hola mar"</p>	<p>Unit: "Central America and Caribbean"</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, feelings, favorite day, color, month) Numbers (1-30) The date (day numbers and month) Central America and Caribbean countries <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estas?, ¿Qué color es?, ¿Qué día es hoy? List the months of the year in order and state their birthday month. React and respond to TPR activities in every class. Ask and answer ¿Cuál es tu día favorito? Engage in small conversation by using simple sentences. Identify, recognize, and use different vocabulary words that appear during the reading: "Calabaza, Calabaza." Recognize and identify geographical information pertinent to the countries where Spanish is spoken. Cultural practice and belief (Hispanic Heritage Month) <p>Songs: "Buenos Días", "El Tiempo", "Adiós", "Chocolate."</p> <p>Book: "Calabaza, Calabaza" by Jeanne Titherington."</p>	<p>Unit: "All About Me"</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, feelings, favorite color and fruit, and birthdate) Weather Date Numbers 1-50 <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Ask and respond to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita? ¿Cuándo es tu cumpleaños? Understand how questions are formed and written in Spanish Count up to 50. Describe the weather. Express the date by saying the day, number, month and year. List the months of the year in order and state their birthday month. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Engage in small conversation by using simple sentences. Reinforce vocabulary by doing written and oral activities, playing games and learning songs. Movement activities. Cultural practice and belief (Hispanic Heritage Month) <p>Songs: "Buenos Días", "Adiós", "Los días de la semana", "Los meses del año."</p>

October - November	<p>Unit: "This is My body" Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name and age) Colors Numbers (1-20) Calendar Face parts "Tener" (to have); "Cuántos...?" (How many?) <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Qué día es hoy?, ¿Cuántos ojos tienes?"(How many eyes do you have?) Understand the difference between the American and the Spanish calendar. Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. Engage in small conversation by using yes/no or A/B answer. Name and point different parts of the face. Combine face parts with colors and numbers. Reinforce vocabulary by learning songs and playing games. Movement activities. Identify, recognize, and use 	<p>Unit: "What am I wearing?" Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, feelings, favorite day, color, month) Date Calendar Alphabet Classroom commands Cloths, department stores <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Actively participate in Spanish-speaking class by daily routines such as asking for repetition, how to spell, and express lack of comprehension. Use complete sentences in simple conversations or situational dialogues. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es?, ¿Qué día es hoy y ayer?, ¿Cuál es tu mes favorito? Understand how questions are formed and written in Spanish. Recognize letters and pronunciation of the Spanish alphabet. Understand the difference between the American and the Spanish calendar. Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. Name and point different clothing according with the seasons. 	<p>Unit: "All About Me" Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, feelings, favorite color and fruit and birthdate) Weather Date Alphabet ¿Dónde vives? (Where do you live?) <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Ask and respond to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita?, ¿Cuándo es tu cumpleaños?, ¿Dónde vives? Understand how questions are formed and written in Spanish Describe the weather. Express the date by saying the day, number, and month. List the months of the year in order and state their birthday month. Spelling the learned vocabulary. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Engage in small conversation by using simple sentences. Reinforce vocabulary by doing written and oral activities, playing games and learning songs. Cultural practice and belief (South America -map and flags and Day of the Death.)

	<p>different vocabulary words that appear during the reading: “Tiempo de la Calabaza” and “Yo Tengo.” “Buenas Noches Luna” “El libro de contar de los chocolates M&M by Barbara Barbieri McGrath</p> <ul style="list-style-type: none"> Cultural practice and belief (Hispanic Heritage Month and Day of the Death) <p>Songs: “Buenos Días”, “Adiós”, “Bailando Rápido”, “Chocolate,” “En mi Cara Redondita.”</p> <p>Book: “Tiempo de la calabaza” and “Yo tengo.” “El libro de ejercicios de Gato Galano por Donald Charles”</p> <p>Project: "Catrina" (Day of the Dead)</p>	<ul style="list-style-type: none"> Combine clothing with colors and numbers. Reinforce vocabulary by doing written and oral activities, playing games and learning songs. Movement activities. Cultural practice and belief (Central and Caribbean and Flags and Day of the Death) <p>Songs: “Buenos Días”, “Adiós”, “Chocolate”, “Que tiempo hace hoy?”</p> <p>Project: "Catrina" (Day of the Dead)</p>	<p>Songs: “Buenos Días”, “Adiós”, “Los días de la semana”, “Los meses del año”, “El abecedario”, “Los países Hispanos.”</p> <p>Project: "Catrina" (Day of the Dead)</p>
Nov. - Dec.	<p>Unit: “The little boy is very sick”</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, and feelings) Weather Colors Numbers (1-30) Body parts “Tener” (to have); “Cuántos...?” (How many?) <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es?, ¿Qué día es hoy?, ¿Cuántas piernas tienes? (How many legs do you have?) Pronunciation of different words 	<p>Unit: “What do you wear in fall?”</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, feelings, favorite day, color, month and birthdate) Weather Colors Describe the clothes and connect with the weather. <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Ask and memorized questions such as ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es?, ¿Qué día es hoy?, ¿Cuándo es tu cumpleaños? Qué llevas puesto? Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. 	<p>Unit: “What is in my backpack”</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, feelings, favorite color and fruit and birthdate) Weather Alphabet Date: yesterday/today/tomorrow Commands and objects used in a classroom “Hay” (There is/are) <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Ask and respond to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita?, ¿Cuándo es tu cumpleaños?, ¿Dónde vives?, ¿Qué hay en tu mochila? (What is in your backpack?) Hay... (There is a...) Understand how questions are formed and written

	<p>and expressions in a variety of ways.</p> <ul style="list-style-type: none"> • React and respond to TPR activities in every class. • Engage in small conversation by using yes/no or A/B answer. • Name and point different part of the body. • Combine body parts with colors and numbers. • Use of the verb “Tener” (to have) and “¿Cuántos..? (How many?) with the body parts. • Reinforce vocabulary by learning songs and playing games. • Describe the weather. • Movement activities. • Identify, recognize, and use different vocabulary words that appear during the reading: “Yo tengo,” “Mi cuerpo” and “Red Riddinghood.” • Compare and contrast the winter holidays in Spanish speaking countries with the U.S.A. • Retell some parts of the Storytelling: “La Flor de Pascua.” (age appropriated.) • Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries – La Flor de Pascua.) <p>Songs: “Buenos Dias”, “Adios”, “Bailando Rapido”, “Chocolate”, “En mi cara Redondita”, “De la cabeza a los pies”, “¿Qué tiempo hace hoy?”, “Feliz Navidad” Book: “Yo tengo,” “Mi cuerpo” and “Caperucita Roja” (Red Ridding Hood.) Storytelling: “La Flor de Pascua”</p>	<ul style="list-style-type: none"> • Engage in small conversation by using simple sentences. • Reinforce vocabulary by learning songs and playing games. • Use vocabulary related with clothing, season and weather. • Movement activities. • Compare and contrast the winter holidays in Spanish speaking countries with the U.S.A. • Retell some parts of the Storytelling: “La Flor de Pascua.” (age appropriated.) • Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries– La Flor de Pascua.) • State simple facts <p>Songs: “Buenos Dias”, “Adios”, “Chocolate”, “¿Qué tiempo hace hoy?”, “Feliz Navidad” Book: “Mi ropa by Dianne Frasier” Storytelling: “La Flor de Pascua” Project: To dress a doll according with the seasons and Christmas Card.</p>	<p>in Spanish</p> <ul style="list-style-type: none"> • Describe the weather. • State yesterday, today and tomorrow’s date. • Spelling the learned vocabulary. • Pronunciation of different words and expressions. • React and respond to TPR activities in every class. • Engage in small conversation by using simple sentences. • Describe what is in the backpack. • Acquire and use the learned vocabulary. • Reinforce vocabulary by doing written and oral activities, playing games and learning songs. • Compare and contrast the winter holidays in Spanish speaking countries with the U.S.A. • Retell some parts of the Storytelling: “La Flor de Pascua.” (age appropriated.) • Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries– La Flor de Pascua.) <p>Songs: “Buenos Dias”, “Adios”, “El abecedario”, “Feliz Navidad.” Storytelling: “La Flor de Pascua” Project: Christmas Card.</p>
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	Project: "My monster"		
December-January	<p>Unit: "My Family"</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Introductions (name, age, and feelings) Weather Colors Numbers (1-30) The family <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es? and ¿Qué día es hoy? Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. Engage in small conversation by using yes/no or A/B answer. Reinforce vocabulary by learning songs and playing games. Tell and identify family members. Combine the family with the verb "to have" and numbers. Describe the weather. Explain simple facts about "Las Posadas." Movement activities. <p>Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries – Las posadas.)</p>	<p>Unit: "I like it!"</p> <p>Topic:</p> <ul style="list-style-type: none"> Greetings and Farewell Date: today, tomorrow and yesterday Weather Colors Numbers (1-50) Me gusta/ No me gusta/ Me gusta un poquito (I like /I don't like/ I like a little), Fruits <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es?, ¿Qué día es hoy?, ¿Qué fruta te gusta y no te gusta? Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. Engage in small conversation by using simple sentences. Reinforce vocabulary by learning songs and playing games. Express likes and dislikes by means of conversation. Chart the basic food groups of the Food Guide Pyramid. Explain simple facts about "Las Posadas." Movement activities. <p>Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries – Las posadas.)</p>	<p>Unit: "What is in my backpack"</p> <p>Topic:</p> <ul style="list-style-type: none"> Date: yesterday/today/tomorrow Commands and objects used in a classroom School subject Time "Hay" (There is/are) <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Ask and respond to memorized questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Qué color es?, ¿Cómo está usted?, ¿Qué día es hoy?, la fecha, ¿Cuál es tu color favorito?, ¿Cuál es tu fruta favorita?, ¿Cuándo es tu cumpleaños?, ¿Dónde vives? Understand how questions are formed and written in Spanish Describe the weather. State yesterday, today and tomorrow's date. Spelling the learned vocabulary. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Engage in small conversation by using simple sentences. Acquire and use the learned vocabulary. Combine subjects with time and days of the week. Tell the time using different scenarios and task. Create and explain a schedule. Reinforce vocabulary by doing written and oral activities, playing games and learning songs. Explain simple facts about "Las Posadas." Cultural practice and belief (Winter holidays celebrated by Spanish speaking countries – Las

	<p>Songs: “Buenos Días”, “Adios”, “Bailando Rapido”, “Chocolate”, “La Familia”, “¿Qué tiempo hace hoy?”, “Feliz Navidad.”</p> <p>Video: “Las posadas”</p> <p>Book: Book: “Cuenten conmigo” Count to ten.</p> <p>Project: Create a Christmas card.</p>	<p>Songs: “Buenos Días”, “Adiós”, “¿Qué tiempo hace hoy?”, “Los Días de la Semana”, “Los Meses del Año” “Feliz Navidad.”</p> <p>Video: “Las posadas”</p> <p>Project: Create a Christmas card.</p> <p><u>Songs</u>: greetings, days of the week, the months, the weather.</p>	<p>posadas.)</p> <p>Songs: “Buenos Días”, “Adiós” “¿Qué tiempo hace hoy?”, and “Feliz Navidad.”</p> <p>Video: “Las posadas”</p> <p>Project: Create a Christmas card.</p>
January-February	<p>Unit: “What am I wearing?”</p> <p>Topic:</p> <ul style="list-style-type: none"> • Weather • Numbers (1-10 backwards) • Colors • Winter Clothes <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es?, ¿Qué día es hoy?, ¿Qué te pones en invierno? • Pronunciation of different words and expressions in a variety of ways. • React and respond to TPR activities in every class. • Engage in small conversation by using yes/no or A/B answer. • Name and point different winter clothes. • Combine winter clothes with body parts, colors and numbers. • Reinforce vocabulary by learning songs and playing games. • Describe the weather. • Movement activities. • Explain simple facts “Los Reyes Magos.” 	<p>Unit: “Food”</p> <p>Topic:</p> <ul style="list-style-type: none"> • Food • Comer and beber (To eat and drink) • Yo quiero... (I want...) • Time to eat meals • <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Respond to learn questions ¿Qué quieres comer?, ¿Qué quieres beber? ¿Qué comes en el desayuno? • Pronunciation of different words and expressions in a variety of ways. • React and respond to TPR activities in every class. • Engage in small conversation by using simple sentences. • Reinforce vocabulary by learning songs and playing games. • Express food and drinks likeness and dislikeness. • Use vocabulary related to food and beverages • Use vocabulary related to common ethnic food. • Tell time for breakfast, lunch and dinner • Movement activities. • Expressing eat and drink using the verb 	<p>Unit: “This is me”</p> <p>Topic:</p> <ul style="list-style-type: none"> • Personality traits and physical description • Body parts • Adjectives • ¿Cómo eres? (How do you look like? Yo soy...(I am ...) <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Ask and respond to memorized questions: ¿Cómo eres? Yo soy.. (How do you look like?), ¿De qué color es tu pelo? (What color is your hair?) • Understand how questions and sentences are formed and written in Spanish. • Recognize the fact that adjectives have to agree with the gender of the noun. • Oral and written description about themselves. • Pronunciation of different words and expressions. • React and respond to TPR activities in every class. • Engage in small conversation by using simple sentences. • Acquire and use of learned vocabulary. • Combine body parts with color, size and adjectives. • Identify, recognize, and use different vocabulary words that appear during the reading: “I’m too Big.” • Reinforce vocabulary by doing written and oral activities and playing games.

	<ul style="list-style-type: none"> Cultural practice and belief “Los Reyes Magos” (The Wise Men) <p>Songs: “¿Qué tiempo hace hoy?” and “Cinco Muñecos de Nieve.”</p>	<p>“comer” y “beber.”</p> <ul style="list-style-type: none"> Explain simple facts “Los Reyes Magos.” Cultural practice and belief “Los Reyes Magos” (The Wise Men) <p>Songs: “¿Qué tiempo hace hoy?”</p> <p>Book: “The Very Hungry Caterpillar” by Eric Carle</p>	<ul style="list-style-type: none"> Explain simple facts “Los Reyes Magos.” Cultural practice and belief “Los Reyes Magos” (The Wise Men) <p>Project: “This is Me” draw and describe themselves.</p> <p>Book: “I’m too Big.”</p>
Febrero-Marzo	<p>Unit: “What am I wearing?”</p> <p>Topic:</p> <ul style="list-style-type: none"> Weather Colors Numbers (1-10 backwards) Clothes <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es?, ¿Qué día es hoy?, ¿Qué te pones en invierno?, ¿Qué llevas puesto? Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. Engage in small conversation by using yes/no or A/B answer. Tell, recognize and identify different clothes. Describe what they are wearing. Combine clothes with body parts, colors and numbers. Describe the weather. Reinforce vocabulary by learning songs and playing games. Movement activities. 	<p>Unit: “My family”</p> <p>Topic:</p> <ul style="list-style-type: none"> Family Size “Tener” (To have); ¿Cuántos? (How many) <p>Strategies</p> <ul style="list-style-type: none"> Actively participate in a Spanish-speaking class by daily routines such as asking for repetition, how to spell, express lack of comprehension. Respond to learn questions ¿Cómo se llama su mamá?, ¿Cuántos hermanos tienes? Acquire and use of the family vocabulary. Combine family with the verb to have, name and numbers. React and respond to TPR activities in every class. Engage in small conversation by using simple sentences. Retell some parts of the fairy tale “Goldilocks and the Three Bears.” Verbally describe a family member using the verb “ser”. Tell, recognize and identify members of the family. Tell, recognize and identify the sizes through “Goldilocks and the Three Bears.” 	<p>Unit: “In my school”</p> <p>Topic:</p> <ul style="list-style-type: none"> People and places in the school Directions ¿Dónde está? (Where is?) <p>Strategies</p> <ul style="list-style-type: none"> Ask and respond to memorized questions: ¿Quién es? Es la maestra de música es.. (Who is she? She is the music teacher), ¿Cómo es el maestro de computadoras? El maestro de computadora es alto, delgado, con pelo rubio y ojos castaños ¿Dónde está el laboratorio? (Where is the lab? Está al final del pasillo (it is at the end of the ¿Cuántos hermanos tienes? hallway.) Understand how questions and sentences are formed and written in Spanish. Recognize the fact that adjectives have to agree with the gender of the noun. Combine personality traits and physical description with people in the school. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Use complete sentences in simple conversations or situational dialogues. Tell, recognize and identify different members and areas of the school. Practice to tell and follow directions in a school map. Reinforce vocabulary by doing written and oral activities and playing games.

	<p>Songs: “¿Qué tiempo hace hoy?” and “Cinco Muñecos de Nieve.”</p>	<ul style="list-style-type: none"> • Movement activities. <p>Songs: “Tres viejecitas”, “Mi familia” Books: “La familia Pérez” and “Goldilocks and the Three Bears.” Project:: Create simple books in Spanish (Describe their own family)</p>	<p>Project: To label the school.</p>
March -April	<p>Unit: “What is the name of those animals”? Topic:</p> <ul style="list-style-type: none"> • Numbers (1-20 backwards) • Pets • To Have (“Yo tengo”) • ¿Cuántos hay? (How many?) <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Respond to learn questions ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás?, ¿Qué color es?, ¿Qué día es hoy?, ¿De qué color es (animal)?, ¿Cuántos (gatos) tienes? • Pronunciation of different words and expressions in a variety of ways. • React and respond to TPR activities in every class. • Engage in small conversation by using yes/no or A/B answer. • Tell, recognize and identify different pets. • Combine pets with body parts, colors and numbers. • Reinforce vocabulary by learning songs and playing games. • Identify, recognize, and use different vocabulary words that appear during the reading “¿Quién soy?” 	<p>Unit: “Our Community” Topic:</p> <ul style="list-style-type: none"> • Numbers (1-50 ten by ten) • Community – people, places and Jobs • ¿Dónde? (Where?) <p>Strategies</p> <ul style="list-style-type: none"> • Actively participate in a Spanish-speaking class by daily routines such as asking for repetition, how to spell, and express lack of comprehension. • Respond to learn questions ¿Dónde está el colegio?, ¿En qué trabaja tu padre? • Acquire and use the community vocabulary (la biblioteca, el colegio, el restaurant, etc) • React and respond to TPR activities in every class. • Engage in small conversation by using simple sentences. • Tell, recognize and identify jobs in the community. • Tell, recognize and identify places in the community. • Combine community jobs with places in the community and family members. Ex: My father is a doctor and works in the hospital. • Movement activities. 	<p>Unit: “ Food in South America” Topic:</p> <ul style="list-style-type: none"> • Food • Traditional dishes • Me gusta/ No me gusta/Me gusta un poquito (I like/I don’t like/I like a little) • Countries <p>Strategies</p> <ul style="list-style-type: none"> • Ask and respond to memorized questions: ¿Cuál es un plato tradicional de España? (What is a traditional dish of Spain?), ¿Cuáles son los ingredientes del plato? (What are the ingredients of the dish?) • Understand how questions and sentences are formed and written in Spanish. • Describe the food by ingredients, color and likeness. • Compare and contrast food in South America with the U.S.A. • Spell the learned vocabulary. • Pronunciation of different words and expressions. • React and respond to TPR activities in every class. • Use complete sentences in simple conversations or situational dialogues. • Acquire and use of the learned vocabulary. • Reinforce vocabulary by doing written and oral activities and playing games. • Identify, recognize, and use different vocabulary words that appear during the reading “Too many Tamales.”

	<p>Songs: “Buenos Días”, “Adiós”, “¿Qué tiempo hace hoy?” Book: “¿Quién soy?”</p>	<p>Songs: ¿Qué tiempo hace hoy?” “Había una vez un barquito” Book: “ En la comunidad ”</p> <p><u>Songs</u>: greetings, days of the week, the months, the weather.</p>	<p>Book: “Too many Tamales.” Project: Present a traditional dish from South America.</p>
April-May	<p>Unit: “One day in the farm ” Topic:</p> <ul style="list-style-type: none"> Numbers (1-20 backwards) Farm animals Animal sounds Yo tengo (To Have) ¿Cuántos? (How many?) <p>Strategies</p> <ul style="list-style-type: none"> Respond to learn questions ¿De qué color es (animal)?, ¿Cuántos (gatos) tienes?, ¿Cuántos (patos) hay en la granja? Pronunciation of different words and expressions in a variety of ways. React and respond to TPR activities in every class. Engage in small conversation by using yes/no or A/B answer. Tell, recognize and identify different farm animals. Combine farm animals with body parts, colors and numbers. According to the animal expression the guess the name of the animal Reinforce vocabulary by learning songs and playing games. Explain simple Cinco de Mayo facts. 	<p>Unit: “ The house” Topic:</p> <ul style="list-style-type: none"> House Shapes Size Tener (To have), ¿Cuántos? (How many?) <p>Strategies</p> <ul style="list-style-type: none"> Ask and respond to memorized questions: ¿Como es tu casa? Mi case es ... (how is your house?), ¿Cuántos cuartos de baños tiene tu casa? (How many bathrooms has your house?) Understand how questions and sentences are formed and written in Spanish. Describe the dream house by color, size, shapes and adjectives. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Use complete sentences in simple conversations or situational dialogues. Tell, recognize and identify different rooms in the house. Acquire and use of the learned vocabulary. Reinforce vocabulary by doing written and oral activities and playing games. 	<p>Unit: “ My dream house” Topic:</p> <ul style="list-style-type: none"> House Shapes Sizes Opposites adjectives To have “Tener” and How many? “¿Cuántos?” <p>Strategies</p> <ul style="list-style-type: none"> Ask and respond to memorized questions: ¿Cómo es tu casa? Mi case es ... (how is your house?), ¿Cuántos cuartos de baños tiene tu casa? How many bathrooms has your house?) Understand how questions and sentences are formed and written in Spanish. Describe the dream house by color, size, shapes and adjectives. Spell the learned vocabulary. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Use complete sentences in simple conversations or situational dialogues. Tell, recognize and identify different rooms in the house. Acquire and use of the learned vocabulary. Reinforce vocabulary by doing written and oral activities and playing games. <p>Song: “La Cucaracha”</p>

	<p>Songs: “Buenos Dias”, “Adios”, “¿Qué tiempo hace hoy?” and “La granja de Tio poncho” and “La Cucaracha”</p> <p>Books: “La vida en una granja by Margie Burton”</p>	<p>Songs: “¿Qué tiempo hace hoy?” and “La Cucaracha”</p> <p>Project: Draw and describe your own house.</p>	<p>Project: “My dream House.”</p>
May-June	<p>Unit: “ Let’s celebrate and hit the piñata”</p> <p>Topic:</p> <ul style="list-style-type: none"> • Cinco de Mayo • Piñata • Size • Shapes <p>Strategies</p> <ul style="list-style-type: none"> • Respond to learn questions ¿De qué color es el triángulo? (What color is the triangle, ¿Cuántos rectángulos hay?, (How many rectangle there are?) • Pronunciation of different words and expressions in a variety of ways. • React and respond to TPR activities in every class. • Engage in small conversation by using yes/no or A/B answer. • Tell, recognize and identify different size and shapes. • Combine shapes with sizes, colors and numbers. • Reinforce vocabulary by learning songs and playing games. • Understand the use of Piñata and its influence in the U.S.A • Explain simple Cinco de Mayo facts. • Cultural practice and belief (Cinco de Mayo.) 	<p>Unit: “ Let’s celebrate and hit the piñata”</p> <p>Topic:</p> <ul style="list-style-type: none"> • Cinco de Mayo (Festivities) • Sum and subtraction <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Ask and respond to memorized questions: ¿Cuanto es? (how much is?) ¿Qué es cinco de mayo?, • Understand how questions and sentences are formed and written in Spanish. • Manipulative numbers to use simple Math Sum and subtraction. • Spell the learned vocabulary. • Pronunciation of different words and expressions. • React and respond to TPR activities in every class. • Use complete sentences in simple conversations or situational dialogues. • Acquire and use of the learned vocabulary. • Reinforce vocabulary by doing written and oral activities and playing games. • Explain simple Cinco de Mayo facts • Understand the use of Pinata and its influence in the U.S.A • Cultural practice and belief (Cinco de Mayo.) <p>Songs: “¿Qué tiempo hace hoy?” and “La Cucaracha”</p>	<p>Unit: “ Let’s celebrate and hit the piñata”</p> <p>Topic:</p> <ul style="list-style-type: none"> • Cinco de Mayo • Mexico • Sum and subtraction <p>Strategies</p> <ul style="list-style-type: none"> • Practice classroom command. • Ask and respond to memorized questions: ¿Cuanto es? (how much is?) ¿Qué es cinco de mayo?, • Understand how questions and sentences are formed and written in Spanish. • Practice numbers to use simple Math Sum and subtraction. • Spell the learned vocabulary. • Pronunciation of different words and expressions. • React and respond to TPR activities in every class. • Use complete sentences in simple conversations or situational dialogues. • Acquire and use of the learned vocabulary. • Reinforce vocabulary by doing written and oral activities and playing games. • Identify, recognize, and use different vocabulary words that appear during the reading :Juan Bobo. • Explain simple Cinco de Mayo facts • Understand the use of Piñata and its influence in the U.S.A • Cultural practice and belief (Cinco de Mayo.) <p>Song: “La Cucaracha”</p>

	Songs: “Buenos Dias”, “Adios”, “¿Qué tiempo hace hoy?” and “La Cucaracha”	Book: Juan Bobo Project: Make maracas	Book: Juan Bobo Project: Create a Pinata, Make and eat Guacamole
June	<p>“ Review” Topic:</p> <ul style="list-style-type: none"> Review <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Ask and respond to memorized question. Engage in small conversation by using yes/no or A/B answer. Use of the learned vocabulary: name, age, feelings, days of the week, months, body parts, clothes, family, fruits, colors, numbers. Reinforce vocabulary by doing written and oral activities and playing games. 	<p>“ Review” Topic:</p> <ul style="list-style-type: none"> Review <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Ask and respond to memorized questions Spell the learned vocabulary. Use complete sentences in simple conversations or situational dialogues. Use of the learned vocabulary: date, commands, clothes, food, time, family, size, community, house and subtraction. Reinforce vocabulary by doing written and oral activities and playing games. 	<p>“ Review” Topic:</p> <ul style="list-style-type: none"> Review <p>Strategies</p> <ul style="list-style-type: none"> Practice classroom command. Pronunciation of different words and expressions. React and respond to TPR activities in every class. Ask and respond to memorized questions Spell the learned vocabulary. Use complete sentences in simple conversations or situational dialogues. Use of the learned vocabulary: date, weather, alphabet, commands and objects used in a classroom, school subject, time, personality traits and physical description, body parts, adjective, people and places in the school, directions, food in South America, countries, size, shapes, house, sum and subtraction Reinforce vocabulary by doing written and oral activities and playing games.