

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: HOMES – Types of Houses

AREA OF STUDY OUTCOMES

Pupils should:

- SL1a – discriminate and identify sounds
- SL1b – identify main ideas
- SL1c – interpret gestures/body language
- SL2a – use simple structures and vocabulary correctly and appropriately
- SL2b – ask simple factual questions
- SL2c – make simple factual statements
- SL2d – pronounce common words and phrases comprehensively

CROSS-CURRICULAR OUTCOMES

Pupils should:

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Types of Houses ▪ Listening ▪ Discussion ▪ Classify ▪ Display ▪ Listening: a. rhymes b. stories c. poems d. songs e.g. Campanita de Oro	▪ Speaking – interpret pictures through sequencing, share/share/discuss opinions, have presentations related to drawings and personal experiences, names objects in their immediate home environment, listen/recite poems ▪ Listening/viewing - listen to poems, rhymes, stories, songs, singing/miming Spanish songs/folklore, observe/name flora and fauna in their neighborhood, view/appreciate TV programs, naming pets around home	▪ Observation ▪ Interviews ▪ Booklets (pictures) ▪ Portfolio

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INFANT I

UNIT/THEME: HOMES – Types of Houses

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Discussion: - household objects - inside/outside my house - house hold pests - maintenance of a house e.g. washing, painting etc. - vocabulary - ask questions/make simple statements ▪ Classify: - sizes - materials - purposes - colours - locations - other types of houses e.g. igloo, wigwam ▪ Display: - drawing - toy houses - building materials collected by class	<u>TEACHER WILL:</u> ▪ Discuss poems, rhymes, stories in Spanish, present models of houses/pest control techniques, facilitate nature walks/field trips, invite resource persons	

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: HOMES – Types of Houses**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EA1c – Use pictures in books ▪ CP2a – Use pictures and diagrams ▪ CP2c – Handle real objects ▪ CP2e – Engage in direct experiences ▪ CP2k – Use creative arts/language/music ▪ M5a – Gather, record and organise data ▪ M5b – Use diagrams, pictographs and charts to present data ▪ H2a – The need to keep their immediate surroundings clean ▪ H1b – The dangers of some common substances ▪ SS3b – The need for rules ▪ SS5a – The customs and traditions which their family follows ▪ SS5b – The use of their first language	▪ TV/Cassettes ▪ Pocket charts ▪ Building blocks ▪ Books ▪ Resource persons ▪ Flannel board ▪ Pictures, posters ▪ Radio ▪ Tape Recorder

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INFANT I

UNIT/THEME: HOMES – Types of Houses

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (3-4 weeks) ▪ Skills in Context: Listening and Speaking My Neighborhood: - Nature Walk - Discussion - Mapping - Transportation - Stories - Interpreting ▪ Nature Walk: observing/naming animal life in the neighborhood, identifying and describing physical features, identifying sounds in the neighborhood, recognising/describing sounds, smells, feelings, etc. ▪ Discussion: name/discuss occupations of people in the neighborhood, discuss how neighbors work/help one another, describe type of houses in neighborhood	▪ Speaking - name/list occupation of people, discuss how neighbors work and help one another, describe types of houses, describe/graph types of private and public vehicles, interpret names of ads, signs, labels, symbols, rules, etc. ▪ Listening/Viewing - observe animal life in the neighbourhood, identify sounds, smells, feeling etc, visiting/describing important places in the neighbourhood, listen/discuss songs, rhymes, jingles, stories about neighbourhoods <u>TEACHER WILL:</u> ▪ Plan/organise field trips for children to view sites/neighborhoods, tell stories about neighborhood, invite resource persons, collect pictures about neighborhoods	▪ Observation ▪ Discussion ▪ Presentations

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: HOMES – Natural Habitat**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Mapping: draw their house and important buildings in their surrounding, visit/name important places in neighborhood ▪ Transportation: discuss how people move in their neighborhood, name/describe type of vehicles used, graphing number of vehicles in neighbourhood, identify/describe private, public vehicles, draw vehicles in the neighbourhood ▪ Stories: explain how the neighbourhood was established e.g. first settlers, story of Village Council/Town Board, narrating/identifying stories with a moral ▪ Interpreting: meaning of signs, ads, labels, traffic rules, symbols, parks, names of streets		

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: HOMES – Natural Habitat**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ CP2d - Senses ▪ SP2c - Objects ▪ CP2f - Comparing ▪ CP2g - Classify ▪ CP2h - Question ▪ CP2i - Sketches ▪ M2a, M2b - Shapes ▪ M4a - Judgements ▪ M5b - Data ▪ ST8a/b - Environment ▪ ST8c - Actions ▪ WT3a - Needs ▪ WT3b - Services ▪ SS1b - Community ▪ SS3a, SS3b - Rights/rules ▪ SS5b - Communication ▪ H1d, H2a - Rules/surroundings ▪ EA1a, EA1b, EA1e - Colours	▪ Pocket chart ▪ Books ▪ Resource persons ▪ Flannel board ▪ Pictures/posters ▪ Cassettes ▪ Tape recorder

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: HOMES – Natural Habitat

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Displays -draw and display pictures -large pictures of habitats -dioramas/sand box -view TV programs (e.g. Discovery Channel) ▪ Stories -listening to short stories in Spanish -retelling -make simple statements, repeating simple statements	<u>STUDENTS</u> Speak - retelling stories, sharing experience, ask questions, repeat after teacher Listen - listening to animal sound , to stories, to information and follow instructions View - view dioramas/sand boxes, animal in their habitats, manipulation, children will help to create objects for sand box/diorama	▪ Conferencing ▪ Observation ▪ Portfolio ▪ Make booklet ▪ Interview

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UNIT/THEME: HOMES – Natural Habitat

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- Matching/games -matching animals with their homes -picture puzzles -indoor/outdoor games - e.g. El gato, y el ratón - Exploring -nature walk - Vocabulary (pronunciation of animal names/homes)	<u>TEACHER WILL:</u> Read to students, stories, poems, songs, animals names, visual aids, nature walk, provide books	

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
- EL2a - Discriminate and identify - EL4c - Ask questions - EL4e - Express an opinion - CP2a - Use pictures and diagrams - CP2e - Engage in direct experiences - CP2g - Sort and classify information - CP2f - Compare ideas and information - CP2l - Use visuals, pictures, sketch maps and graphs - M5b - Sequencing - ST8a - Environment - ST8b - “ - ST8c - “	- Flip chart - Games - Charts - Rhymes - TV - Pictures - Flannel board

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: HOMES – My Family

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2-3 weeks) Skills of Context: Listening Speaking Viewing <u>My Family</u> ▪ Dramatise: role play things a family do together, act out roles for different family members, puppet show (Family members) ▪ Drawing: draw family members, frame pictures of family members, family mobile using cut outs ▪ Discussion: good home manners e.g. Buenos días, gracias, conversation on chores/work parents do, talk about family size/things family do together, talk about changes in the family birth/deaths, asking questions and making simple statements.	<u>STUDENTS:</u> ▪ Speaking - share thoughts about their family chores, members religious denomination, beliefs, things they do together, ask questions ▪ Listening - listen to songs, stories, retelling stories, role play ▪ Viewing - puppet shows, cultural presentation, family tree samples	▪ Observation ▪ Presentation ▪ Portfolio ▪ Conferencing ▪ Questioning

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INFANT I

UNIT/THEME: HOMES – My Family

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Sequence: make a sample family tree, arrange family members in order of weight/height/age ▪ Communication: identify language spoken at home, vocabulary building, listening to stories about the family, retelling, view TV programs about the family ▪ Ethnicity: discuss musical instrument used by particular cultural groups, class celebration of holiday(s) e.g. 10thSept., 19th Nov., 12th Oct	<u>TEACHER WILL:</u> ▪ Read family stories, poems and songs ▪ Present charts, pictures, puppets, TV programs ▪ Facilitate in the making/use of mobiles, toys stencils ▪ Provide books, stories, games etc.	

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: HOMES – My Family**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2c - Identify sequence ▪ EL2e - Interpret ▪ EL4c - Ask question ▪ EL4d - Describe thoughts ▪ EL4e - Give information ▪ EL4g - Body language, gesture ▪ CP2e - Direct experience ▪ CP2f - Compare ▪ CP2h - Ask questions ▪ CP2k - Use creative arts/language/music ▪ M4a - Reasonable judgements ▪ M5b - Use diagrams/pictograms/charts ▪ WT2a - Forms of communication ▪ WT3a - Depend ▪ SS3b - Need for rules ▪ SS5a - Customs and traditions ▪ SS5b - The use of their first language ▪ H4b - Manipulative skills ▪ EA1a - Sing ▪ EA1b - Rhythm and beat ▪ EA1c - Imitate sounds	▪ Puppets ▪ Charts ▪ Pictures ▪ Songs ▪ Poems ▪ Stories ▪ Flip chart ▪ TV ▪ Rhymes ▪ Posters ▪ Resource person ▪ Flannel board ▪ Musical instrument ▪ Cultural costumes

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: FAMILY – Family Members****AREA OF STUDY OUTCOMES**

Pupils should:
Covered All In Spanish

CROSS-CURRICULAR OUTCOMES

Pupils should:

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Family Members</u> ▪ Collect pictures of family members to make posters ▪ Listen to family stories /songs ▪ Assembling family puzzles ▪ Oral discussion on responsibilities of family members ▪ Picture discussion on changes of family members ▪ Compare families e.g. big/small ▪ Role play/imitate family members using dressing corners ▪ Make clay models of family members ▪ Listen and recite poems	<u>STUDENTS WILL:</u> ▪ Listen to family stories, family songs, discussions, Spanish Vocab words, oral imitation, poems, cassettes ▪ Speak: dramatize, discuss family posters, identify (orally) imitate, recite, conversation, questioning, oral interpretation, interview <u>TEACHER WILL:</u> ▪ Read family stories, poems ▪ Discuss, listen, ask questions ▪ Provide cassettes, books, magazines	▪ Observation ▪ Interviews ▪ Questioning

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: FAMILY – Family Members**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Create oral stories of family members ▪ Identify family members e.g. tío, hermana, madre, abuela etc ▪ Discuss gender e.g. tío, tía, hermana, hermano etc ▪ Discuss number e.g. tío, tíos etc ▪ Dramatize mannerism among family members e.g. ¿Cómo esta?, Por favor, Gracias, etc ▪ Identify things used in the home ▪ Interpret body language used among family members ▪ Answer simple factual questions about the family e.g. ¿Cómo se llama tu mamá?, Mi mamá se llama....		

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: FAMILY – Family Members**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2b – Identify main ideas ▪ EL2c – Sequence of events ▪ EL2e – Interpret body language and gestures ▪ EL4a – Use recognisable pronunciation and appropriate stress ▪ EL4b – Use simple grammatical structures ▪ EL4c – Ask questions and give information ▪ EL4d – Describe thoughts, feelings and events ▪ EL4e – Express an opinion ▪ EL4f – Use words and phrases appropriate to audience ▪ EL4g – Use body language and gestures ▪ SS1a – Time periods in relation to their own growth and development ▪ SS1b – Life in local community different from life in the past ▪ SS2a – Weather and climate patterns ▪ SS2c – Land and water used to provide for the physical needs of people ▪ SS3a – How their rights as children are protected ▪ SS3b – Need for rules ▪ SS5a – Customs and traditions ▪ SS5b – Use of their first language ▪ M1c – Quantity ▪ M2b – Basic properties ▪ M5a – Gather, record and organize data ▪ M5b – Use diagrams, pictographs and charts to present data ▪ ST8a – How different life forms affect other life forms and their environment ▪ ST8b – How changes in their environment affect various life forms ▪ ST8c – How their own actions affect the environment ▪ WT1a – Investigate ways to solve a simple problem ▪ WT3a – How family members depend on each other to satisfy their needs and wants ▪ H1a – How and why to apply the basic elements of personal hygiene ▪ H2a – Need to keep their immediate surroundings clean	▪ Cassettes ▪ Magazines ▪ Photographs ▪ Family stories ▪ Family poems ▪ Cinema box ▪ Puppets ▪ Clothing

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: FAMILY – Family Members**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ H4b – Practise manipulative skills ▪ EA1a – Sing in tune ▪ EA1c – Discriminate between and imitate sounds ▪ SP1a – Recognise the values ▪ SP1b – Choose between alternatives ▪ SP2a – Take part in group activities ▪ SP3a – Assess their needs/interests ▪ SP3b – Assess progress in relation to achievement of goals and adjust goals or strategies as necessary ▪ CP1a – Recognise an issue or a problem ▪ CP1b - Examine information related to the problem ▪ CP1c – Suggest ways of dealing with the problem ▪ CP2a – Use pictures and diagrams ▪ CP2c – Handle real objects ▪ CP2d – Observe with all senses ▪ CP2e – Engage in direct experiences ▪ CP2f – Compare ideas and information ▪ CP2g – Sort and classify information ▪ CP2h – Ask questions ▪ CP2i – Use visuals, pictures, sketch maps and graphs ▪ CP2j – Give oral reports ▪ CP2k – Use creative arts/language/music	

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: FAMILY – Living Together

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>Myself (Mi persona)</u> ▪ Identify he/she using dolls ▪ Oral discussion and appreciation of who they are ▪ Song – “I am Special” ▪ Observe themselves on mirror and have oral discussion ▪ Wall display of children’s photos ▪ Name body parts ▪ Use descriptive words/colours for body parts ▪ Naming clothing e.g. camisa – shirt, blusa – blouse ▪ Use picture to name favourite fruits, food, vegetables, colours, clothing, hobbies ▪ Riddles to identify parts of the body	<u>STUDENTS WILL</u> ▪ Listen to: oral discussion, descriptive words, riddles, poems, stories, personal information ▪ Speak: discuss, sing, factual statements, riddles, interview, questions, <u>TEACHER WILL:</u> ▪ Provide stories, poems, objects ▪ Read – stories, poems ▪ Discuss, ask questions ▪ Listen – participate in discussion, translate	

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: FAMILY – Living Together**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Report on activities done at specific times of the day e.g. a) despierto a las seis de la mañana, b) baño a las cuatro de la tarde ▪ Provide simple personal information about themselves when questioned e.g. ¿Cuántos años tienes?, Tengo cinco años, ¿Dónde vives?, Vivo en..... ▪ Make oral stories and poems about themselves ▪ Interview each other about themselves		

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: FAMILY – Living Together**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2a – Discriminate between and identify basic sounds ▪ EL2b – Identify main ideas ▪ EL2c – Sequence of events ▪ EL2d – Predict ▪ EL2e – Interpret body language and gestures ▪ EL4c – Ask questions and give information ▪ EL4d – Describe thoughts, feelings and events ▪ EL4e – Express an opinion ▪ SS1a – Time periods in relation to their growth and development ▪ SS3a – How their rights as children are protected ▪ SS5a – Customs and traditions ▪ EA1e – Use various materials to explore different effects/possibilities ▪ M5a – Gather, record and organize data ▪ M5b – Use diagrams, pictographs and charts to present data ▪ ST8a – How different life forms affect other life forms and their environment ▪ ST8b – How changes in their environment affect various life forms ▪ ST8c – How their own actions affect the environment ▪ WT1a – Investigate ways to solve a simple problem ▪ WT3a – How family members depend on each other to satisfy their needs and wants ▪ H1a – How and why to apply the basic elements of personal hygiene ▪ H1e – How to deal with accidents, emergencies and various kinds of abuse ▪ H4b – Practise manipulative skills ▪ SP2a – Take part in group activities ▪ SP3a – Assess their needs/interests ▪ CP1a – Recognise an issue or a problem	▪ Mirror, photographs, pictures, objects related to theme e.g. toy, riddles, poems, stories, flip chart, sentence strips, flash cards

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: FAMILY – Living Together

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ CP2c – Handle real objects ▪ CP2d – Observe with all senses ▪ CP2e – Engage in direct experiences ▪ CP2f – Compare ideas and information ▪ CP2g – Sort and classify information ▪ CP2h – Ask questions ▪ CP2i – Use visuals, pictures, sketch maps and graphs ▪ CP2j – Give oral reports ▪ CP2k – Use creative arts/language/music	

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: FAMILY – Living Together

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>Living Together</u> ▪ Dramatize family situations, problems (puppetry) ▪ Use cinema box to show family activities done during the day ▪ Story telling a) Los Tres Cochinitos b) Rizitos Dorados(Goldilocks) c) El Patito Feo d) Pulgarcito ▪ Listen to poetry and songs ▪ Reporting on family events/news ▪ Reciting rhyme ▪ Games, e.g. María Blanca, Campanita de Oro, Tin Marin, Simón dice (Simon says) ▪ Counting family members ▪ Introduce days of the week by assigning chores on a daily bases ▪ Naming family pets ▪ Identifying objects belonging to family members	<u>STUDENTS WILL:</u> ▪ Observe pictures, actions, participate in games ▪ Listen: - rhymes/jingles, stories, songs ▪ Speak: report, sing, names, discuss, recite <u>TEACHER WILL:</u> ▪ Provide pictures, stories, rhymes ▪ Explain activities ▪ Relate stories ▪ Make posters ▪ Organise game	▪ Observation

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: FAMILY – Living Together

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2b – Identify main ideas ▪ EL2c – Sequence of events ▪ EL2d – Predict ▪ EL2e – Interpret body language and gestures ▪ EL4b – Use simple grammatical structures ▪ EL4c – Ask questions and give information ▪ EL4d – Describe thoughts, feelings and events ▪ EL4e – Express an opinion ▪ EL4f – Use words and phrases appropriate to audience ▪ EL4g – Use body language and gestures ▪ SS1a – Time periods in relation to their own growth and development ▪ SS1b – Life in local community different from life in the past ▪ SS3a – How their rights as children are protected ▪ SS3b – Need for rules ▪ SS5a – Customs and traditions ▪ SS5b – Use of their first language ▪ M4b – Data to assess likely occurrence of an event ▪ ST7b – Ways in which to organise living things ▪ ST7c – How their own growth and development differs from that of animals ▪ ST8c – How their own actions affect the environment ▪ WT1a – Investigate ways to solve a simple problem ▪ WT2a – Role of different forms of communication device ▪ WT3a – How family members depend on each other to satisfy their needs and wants ▪ WT3b – Importance of services provided ▪ H1a – How and why to apply the basic elements of personal hygiene ▪ H1b – Dangers of common substances ▪ H1c – Importance of proper food handling and storage ▪ H1d – Importance of traffic, water, etc. ▪ SP1a – Recognise the values ▪ SP1b – Choose between alternatives ▪ SP2a – Take part in group activities ▪ SP2b – Express opinions and feelings	▪ Clothing ▪ Tape recorder/cassette ▪ Puppets ▪ VCR/cassettes ▪ Pictures

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: FAMILY – Living Together**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ SP3a – Assess their needs/interests ▪ CP1a – Recognise an issue or a problem ▪ CP1b - Examine information related to the problem ▪ CP1c – Suggest ways of dealing with the problem ▪ CP2d – Observe with all senses ▪ CP2e – Engage in direct experiences ▪ CP2f – Compare ideas and information ▪ CP2g – Sort and classify information ▪ CP2h – Ask questions	

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: FAMILY- True Life

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (3-4 weeks) ▪ Drama - story telling e.g. personal experiences, classroom experiences, going to milpa, dramatize story ▪ Picture discussion - vocabulary – milpa, machete, maíz, caña, víbora, agua, comida, hierba, animal, camión, trabajar - classification - sequencing picture cards - picture discussion to identify main idea ▪ Riddles - e.g. using rhyme riddles, perform actions ▪ Models - real animals and objects discussion ▪ Vocabulary - perro bandera naranja - vaca pato pelota - gato caballo gallina	<u>CHILDREN WILL:</u> ▪ Speak - show pictures as you tell the story ▪ Retell and dramatize the story in English, they can use Spanish vocab, have children discuss about a topic e.g. Milpa, have them generate a list of vocab words, make master list, questions and answers about picture or story ▪ Use real things and find words that rhyme with it e.g. Cuando llego a mi casa en la mesa encuentro una taza ▪ Match pictures whose name rhyme e.g. picture of boca, roca, gato, pato ▪ Phrase non sense ▪ Sentences with pair of words	▪ Observation of: - dramatisation - presentation

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INFANT I

UNIT/THEME: FAMILY- True Life

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Mystery - Story telling, "The Lost Puppy", "The Crying Echo" - Main idea ▪ Vocab words - el perrito el bebe - la calle la lluvia - el poso la noche - el agua la niña	TEACHER WILL: ▪ Tell children stories -make your own - "The lost puppy", "The crying Echo" -use puppet to retell the story -use tape recorder to listen to story -identify picture with words (vocab words) -use cinema box to tell stories about cartoon characters -viewing -pantomime in groups depict different scenes of story -after story - ask question -children answer -display mural - the pictures/drawing about the story -oral discussion with pictures - sequence the picture to tell a story	

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL4a – Use recognisable pronunciation and appropriate stress and intonation patterns ▪ EL4b – Simple grammatical structures ▪ ELc4c – Ask questions and give information ▪ EL4d – Describe thoughts, feelings and events ▪ EL4e – Express an opinion ▪ EL4g – Use body language and gestures ▪ SS5b – Use of their first language ▪ SP3a – Assess their needs/interests	▪ Pictures ▪ Objects ▪ Resource personnel ▪ Costumes

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLACES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Speaking</u> ▪ Use pictures, sceneries and concrete objects to increase vocabulary. ▪ Use environment to develop simple sentences. ▪ Pronounce words and phrases using correct stress, intonation and enunciation. ▪ Use appropriate body language and gestures when speaking and singing. ▪ Use negatives and affirmatives to increase vocabulary. ▪ Use the form (noun and verb) to make simple sentences. ▪ Use and sequence words to ask questions and give answers. ▪ Use the form (article, noun and adjective) to make phrases or (article, adjective and noun) e.g. La casa grande (article, noun and adjective, La gran casa (article, adjective and noun)	▪ Play ▪ Modelling of language ▪ Listen to recordings ▪ Picture discussion ▪ Choral speaking ▪ Role playing ▪ Puppetry	▪ Observation ▪ Checklist ▪ Peer assessment ▪ Conferencing

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLACES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use appropriate adjectives when describing objects, places ▪ Give and respond to simple commands		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ SS1b – Why life in their local community is different from life in the past ▪ SS2b – Some ways in which their community adapts to natural landscape features ▪ SS3d – The need for rules, e.g. at home, at school and in the community ▪ WT2a – The role of different forms of communication devise in their everyday lives ▪ WT3a – How family members depend on each other to satisfy their needs and wants ▪ WT3c – How people in the community process resources and sell the products to satisfy their needs and wants ▪ EL2c – Identify a sequence of events ▪ EL2f – Interpret body language and gesture	▪ Realia ▪ Environment ▪ Radio/tape recorder ▪ Resource personnel

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLAY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2-3 weeks) <u>ANIMALS</u> ▪ Stories of animals - The Little Pig - The Little Red Hen and Fox - The Earth is falling in ▪ Poems - The Elephant - The Mouse ▪ Naming words – name of animals - Dog – el perro - Horse – el caballo ▪ Sounds of animals - The hen says – cluck cluck, La gallina dice – cloc, cloc, cloc - The cow says moo, moo La vaca dice muuu. ▪ Describing words - The fat cat: el gato gordo - The brown cow: la vaca café ▪ Oral simple sentences - This is my dog: Éste es mi perro.	<u>ANIMALS</u> ▪ Relate stories, discussion on stories, poems, songs ▪ Collect animals, stories, pictures, songs and poems ▪ Listen to stories, poems, songs, nursery rhymes of animals ▪ Name pictures of animals, say sound of animals, describe picture of animals; answer question based on stories in simple sentences. Do action of songs, pantomime poems, recite poems, count etc. (un gato, dos gatos) ▪ Oral sentences e.g. Mi perro es blanco (My dog is white)	<u>ANIMALS</u> ▪ Observation

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLAY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- This is your cow: Esta vaca es tuya ▪ Comprehension (stories, poems) - Which little pig made his house with bricks? - The third pig made his house with bricks? - ¿Cuál cochinito hizo su casa de ladrillos? - El tercer cochinito hizo su casa de ladrillos. ▪ Pantomime Poems - The Mouse – El ratón - Había un ratoncito muy pequenito (show pequenito – tiny with two fingers) ▪ Songs - Los animalitos (The animals) Si fuera un patito cantaré al señor Cantaré cua cua cua al Señor Si fuerra un gatito.. Si fuerra un cerdito		

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLAY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
If I was a duckling I will sing to the Lord I will sing quack, quack, Quack to the Lord. If I was a kitten... - Numbers-números zero cero one uno two dos three tres One and more than one Orally: Un gato Dos gatos One cat Two cats - Possessive adjectives (Adjectivos Posesivos) - Mi perro – my dog - Tu conejo – your rabbit - Su mascota – his/her mascot - Oral conversation on “Introducing my pet” - Mi mascota es un perrito my pet is a puppy - Su nombre es Lassie – his name is Lassie		

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLAY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- Lassy juega conmigo por las tardes. El corre detrás de mí para quitarme la pelota. Lassy plays with me in the evenings. He runs after me for the ball. <u>TOYS</u> ▪ Classify toys: size, hard/soft, big, small, colours, materials - grande – big - pequeño – small ▪ Arrange toys according to sounds and initials ▪ Name words – naming toys - carro – car - muñeca – doll ▪ Adjectives/possesive pronouns - old – viejo - el carro viejo – the old car - my – mi - mi pelota – my ball ▪ Colors - Mi camión rojo – my red truck	<u>TOYS</u> ▪ Listen to stories and songs about toys. (commands/instruction) ▪ Speak and discuss about toys, oral expressions & opinions about toys. - Small – pequeno Big – grande Pretty – bonito ▪ Name and tell stories about toys. ▪ Collect pictures about toys.	<u>TOYS</u> ▪ Observation

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLAY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- Tu avión gris – your grey aeroplane ▪ Sound recognition: loud and soft sounds ▪ Discussion about toys: size, colour, material etc. - pequeño – small - azul – blue - plástico – plastic <u>FRIENDS/PEOPLE</u> ▪ Parts of the body - Finger – dedo - Nose – la nariz - Ear – la oreja - Eyes – el ojo - Tongue – la lengua - Mouth – la boca - Teeth – los dientes - Head – la cabeza - Foot – el pie - Hair – el cabello - Chest – el pecho - Hand – la mano ▪ Family members - Mother – mamá - Father – papá - Sister – hermana	<u>FRIENDS/PEOPLE</u> ▪ Listening – Listen to the names of parts of the body, family members, description of friends/people, conversation and greetings, to stories, songs and poems ▪ Speaking - name parts of the body, family members, describe orally people and friends, converse or dialogue with friends, telephone conversation, greet people, retell stories, recite poems, sing songs ▪ Introduce parts of the body: names of family members, stories, songs about friends/people	<u>FRIENDS/PEOPLE</u> ▪ Pictures, cassettes, story books, telephone

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLAY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- Brother – hermano - Son – hijo - Daughter – hija - Baby – nené/bebé - Father-in-law – suegro - Mother-in-law – suegra - Sister-in-law – cuñada - Brother-in-law – cuñado - Son-in-law – yerno - Godmother – madrina - Godfather – padrino - Grandfather – abuelo - Uncle – tío - Aunt – tía - Niece – sobrina - Nephew – sobrino - Cousin – primo/a		

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLAY

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>ANIMALS</u> ▪ EL1a – Context clues ▪ EL1b – Word recognition ▪ EL1c – Pictures ▪ EL1d – Main ideas ▪ EL2a – Discriminating ▪ EL2e – Gestures/body languages ▪ EL3h – Words/phrases to convey meaning ▪ EL4d – Describe feelings ▪ EL4a – Pronunciation ▪ EL4g – Body language ▪ EL4f – Words/phrases to audience ▪ M1 – Number system ▪ ST5a – Physical characteristics ▪ EA1a – Singing in tune ▪ EA1c – Imitate sounds ▪ EA1b – Rhythm ▪ SP2a – Group work ▪ SP2b – Expressing opinions and feelings about facts <u>TOYS</u> ▪ EL2a – Discriminating between and identify sounds ▪ EL4a – Pronunciation ▪ EL4b – Grammatical structures ▪ EL4e – Expressing opinion ▪ EL4f – Words phrases to audience ▪ H4b – Practice manipulative skills ▪ EA1c – Discriminate between and imitate sounds ▪ SP2a – Take part in group activities ▪ SP3a – Assess their needs/interests	<u>ANIMALS</u> ▪ Story books, animal toys, puppets, cassettes, videos of animals, pictures, magazines, telephone (play), resource personnel, charts, pocket chart <u>TOYS</u> ▪ Story book, toys, pictures, picture card, pocket charts <u>FRIENDS/PEOPLE</u> ▪ Pictures, cassettes, story books, telephone

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: ABOVE US

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2-3 weeks) <u>FLYING ANIMALS</u> ▪ Listen to poems, literature, sing songs ▪ Express likes/dislikes e.g. No me gusta el gato feo. ▪ Relate experiences: yo tengo un loro en casa, una paloma, etc. - Familiar/unfamiliar names related to theme e.g. -- parrot – el loro - Butterfly – la mariposa - Colours – negro (black), amarillo (yellow), azul (blue), green (verde), café (brown) etc. <u>FLYING OBJECTS</u> ▪ Listen to poems, stories, songs ▪ Select the flying objects in the story ▪ Name other flying objects, familiar and unfamiliar - El avión , El papalote	<u>FLYING ANIMALS</u> ▪ Speak – share thoughts, ideas ▪ Answer questions ▪ Retell stories ▪ Observe e.g. pigeons, parrots, etc. ▪ Listen and view ▪ Listen to stories ▪ Draw conclusions ▪ Listen to questions ▪ Express likes/dislikes ▪ Read to student: stories, poetry, literature etc. appropriate to theme topic ▪ Nature walks ▪ Organise conference <u>FLYING OBJECTS</u> ▪ Speaking – name the flying objects that are familiar, learn names of new flying objects, tell experience about flying objects, retell stories, recite poems, sing songs, identify the flying objects that make given sound, use descriptive adjective, make simple sentences.	<u>FLYING ANIMALS</u> ▪ Conferencing after nature walk ▪ Observation <u>FLYING OBJECTS</u> ▪ Observation – the flying objects at airport/in sky ▪ Conferencing – after trip

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENTERTAINMENT –Sub-Topic –Circus/Variety Show

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Tell about their experiences with flying objects ▪ Discuss about flying objects e.g. colores, tamaño, uso ▪ Retell stories ▪ Dramatize stories ▪ Listen to sounds that flying objects make ▪ Use descriptive adjectives: - El avión grande - El papalote verde ▪ Make simple sentences (orally) -El avión es grande -El helicoptero es amarillo <u>CLOUDS</u> ▪ Listening – to poems, rhymes, stories, literature about the clouds etc. ▪ Speaking – recite rhymes, retell stories, describe pictures, discuss movement, colours and shape of clouds ▪ Viewing – to predict type of weather on observing the clouds e.g. hace sol, va a llover etc.	▪ Listening/Viewing – listen to poems, stories, songs, to the names of unfamiliar flying objects to the sound of the objects at airport/sky e.g. size, colours, names (International and local) ▪ Read poems. Stories to children, organize field trip to the airport/airstrip, provide recordings of different sounds of flying objects. <u>CLOUDS</u> ▪ Listen – to stories, rhymes, etc. about clouds ▪ Speak – by reciting rhymes, retell stories, describe pictures, discuss the movement, colours and shape of clouds e.g. negra, blanca ▪ Viewing – to predict type of weather on observing the clouds e.g. hace sol, va a llover etc. ▪ Read stories, poetry, literature etc. to children, provide pictures for discussion, take children out on a nature walk for observation of clouds	<u>CLOUDS</u> ▪ Observation – how children interact on nature walk and answering of questions (oral)

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENTERTAINMENT –Sub-Topic –Circus/Variety Show

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>SKY</u> ▪ Listen to stories, songs, poems ▪ Discuss pictures of the sky Colour at different time - Blue – azul - Grey – gris - Black – negro (rainy) - Orange – anaranjado (e.g. colour of sunset) - Sunset – puesta del sol ▪ Weather - Sunny – Hace sol - It is cloudy – Está nublado - It is raining – Está lloviendo - It is hot – Hace calor - It is cold – Hace frío Kinds of weather on different days of the week Lunes – Monday Martes – Tuesday Miércoles – Wednesday Jueves – Thursday Viernes – Friday Sábado – Saturday Domingo – Sunday	<u>SKY</u> ▪ Listen to stories, song and poems, retell stories, answer questions, recite , sing ▪ Speak – share thoughts, ideas about the sky ▪ Read – stories and poems ▪ Show pictures for oral description and discussion ▪ Take children for nature walk	<u>SKY</u> ▪ Conference – after nature walk ▪ Observation – children’s reaction to stories about the sky e.g. angels

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENTERTAINMENT –Sub-Topic –Circus/Variety Show

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>FLYING ANIMALS</u> ▪ EA1a – Sing in tune ▪ SL1b – Identify main ideas ▪ SL2c – Make simple factual statement ▪ SP2a – (team work and leadership) take part in group activities ▪ CPa – Use picture and diagrams ▪ CP2e – Engage in direct experiences ▪ CP2f – Compare ideas and information ▪ CP2h – Ask questions ▪ CP2i – Use visuals, including pictures <u>FLYING OBJECTS</u> ▪ CP2a – Use pictures ▪ CP2c – Handle real objects ▪ CP2e – Engage in direct experiences ▪ EA1c – Discriminate between and imitate sounds ▪ EL4c – Ask questions and give information ▪ EA1a – Sing in tune <u>CLOUDS</u> ▪ EA1a (music) Sing a tune ▪ SS2a (Physical Environment of Belize) weather & climate <u>SKY</u> ▪ EA1a – Sing in tune ▪ CP2h – Ask question	<u>FLYING ANIMALS</u> ▪ Natural resources (e.g. park, sea) ▪ Books, pictures, charts, puppets <u>FLYING OBJECTS</u> ▪ Storybook, flying objects (toys), tape recorders/cassettes <u>CLOUDS</u> ▪ Pictures, books, realia <u>SKY</u> Storybooks, videoshows, mobiles, The sky, cassettes

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENTERTAINMENT –Sub-Topic –Circus/Variety Show

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (3 weeks) "Entertainment" ▪ Circus/Variety Show ▪ Oral sentences e.g. colour red - colorado/rojo; animals: elephant - el elefante, characters: clown – el payaso ▪ Sequencing – e.g. numbers: uno, dos, tres, family: mother – mamá, parts of the body: nose – la nariz, ▪ Vocabulary development – e.g. Greetings: buenos días, places: en la plaza, parts of the body: mouth – boca ▪ Oral expression – e.g. family: sister – la hermana, weather: it is hot , commands: close the door – cierra la puerta, adjectives: their – sus ▪ Listen to stories, rhymes, riddles, songs about the circus in Spanish ▪ Time: son las dos 2:00p.m. ▪ Verbs – jump-brincar, saltar ▪ Interrogatives – e.g. How - Cómo? When - Cuando?	<u>STUDENTS WILL:</u> ▪ Listen to stories,, experiences, opinions, sounds of animals, rhymes, songs, riddles in Spanish, listen to cassettes ▪ Speak - express opinions, retell stories, rhymes, riddles, relate experiences, likes and dislikes in Spanish, children will be guided to as questions ▪ View - pictures, videos <u>TEACHER WILL:</u> ▪ Read to students stories, rhymes, riddles appropriate to theme/topic ▪ Organize nature walks	▪ Observation: participation and involvement in discussion ▪ Portfolios - neatness, appropriateness to theme/topic ▪ Testing - orally e.g. asking questions - What is your name? - ¿Cómo te llamas?

AREA OF STUDY: SPANISH**INFANT II****UNIT/THEME: ENTERTAINMENT –Sub-Topic –Circus/Variety Show**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ M1b - Sequencing of numbers (orally) ▪ M3b - Use of coins ▪ M2b - Shapes ▪ ST1a - Similarities differences between animals ▪ ST7a - How animals grow ▪ SS3b - Rules ▪ H2a - Keep immediate surroundings clean ▪ SP2b - Express opinions ▪ SP2a - Take part in group activity ▪ Arts	▪ Pictures ▪ Video cassettes ▪ Story books ▪ Circus ▪ Realia e.g. animals, costumes, cinema box, puppet theatre

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENTERTAINMENT

Sub-Topic – Celebration

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (3 weeks) <u>Celebrations</u> ▪ Differences between celebrations: family celebration - cumpleaños, National Celebrations - Independence Day, types of clothing worn in the different celebrations, types of food served “arroz”, time of different celebrations ▪ Functions (buying and selling) (e.g. National Celebrations) ▪ Adjectives e.g. bonito, gordo etc ▪ Verbs - brincar, jugar etc ▪ Oral expressions - experiences, like and dislikes about different celebrations ▪ Vocabulary development - greetings: buenos días, buenas tardes, buenas noches ▪ Household objects: platos, vasos, tazas	<u>STUDENTS WILL:</u> ▪ Speak - expectations about the party (predict what will happen), discuss, express feelings, draw conclusions, retell stories, ask factual questions/make factual statements ▪ Listen to songs, rhymes, riddles, jokes, opinions (likes and dislikes) ▪ View pictures, photographs, costumes <u>TEACHER WILL</u> ▪ Tell stories, rhymes, riddles about celebration ▪ Relate activities that occur in a celebration ▪ Invite a clown, Santa Claus, Easter bunny ▪ Visual aids	▪ Listen to word pronunciation ▪ Observation: how they interact and use the language e.g. at play, dialogue, interviews and group discussion.

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENTERTAINMENT

Sub-Topic – Celebration

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ M1b – Sequencing of numbers ▪ M3b – Use of coins ▪ M2b – Shapes ▪ M3b – Rules ▪ H2a – Cleanliness ▪ SP2b – Express opinions ▪ SP2a – Take part in group activities ▪ SS5a – Customs and traditions that families follow e.g. quince años	▪ Pictures ▪ Videos ▪ Story books ▪ Games ▪ Realia ▪ Resource person ▪ Cinema box ▪ Puppets

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENVIRONMENT

Sub-Topic – Neighborhood

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Speaking Listening Viewing <u>Families (Vocab)</u> La Madre tío(a) El padre primo(a) El hermano la hermana El abuelo la abuela - Classification - Sequencing - Story telling - comprehension e.g. Pedrito goes to cut cane - Expressing ideas about own and other families - Likeness/differences in families <u>Church Vocab)</u> La Iglesia la música La Biblia el asiento El himnario el pastor - Oral discussion - associations (paring words) Asiento persona - Game “Jesus says e.g. Jesus says, kneel - Picture scenery of special events - Memory skills	<u>Listening, speaking/viewing</u> - Look and say (picture) - Have children state who their uncles, aunts, grand mother etc. are - Relate to Spanish e.g. Mi tía es María - Classifications of gender by picture : Tío, tía - Sequencing by order of age - father Juan, mother María, brother Pablo, sister Claudia, brother Pedro(me) - Give/tell story - Explain/ ask questions e.g. Pedrito goes to cut cane Speaking - have them express ideas about their family, they can state the difference among families e.g. some families are small – pequeños, some families only have a mother no father, discuss about the church, have the children do a web about it, use Spanish words, associate words (pairing), asiento persona, play the game “Jesus says”, discuss a scenery depicting a special event at church (photos can be used) - Memory skills - place objects on the table, have children close their eyes, can they state the order of objects, remove an object – can they state what was removed when they open their eyes.	- Observation - Portfolio

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ENVIRONMENT

Sub-Topic – Neighborhood

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Stores (vocab)</u> Tienda harina Azúcar sal ▪ Identify phrases and sentences ▪ Labelling <u>Animals</u> - Song Pajarito canta tú - Field trip - Identification - Chalupa - Have them name animals e.g. caballo, pez, pato - Have them play chalupa - Picture card	▪ Stores - discuss about stores, find words related to stores, have them make phrases short sentences, have them label items from the play shop e.g. leche – milk (cartoon) jabón – soap ▪ Animals – Listening/Viewing - sing Spanish songs e.g. Pajarito canta tú, have them clap to tune, nature walk, discuss about findings	

AREA OF STUDY: SPANISH**INFANT II****UNIT/THEME: ENVIRONMENT****Sub-Topic – Neighborhood**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL4d – Describe thoughts, feelings and events ▪ WT1b – Design a device to meet a need ▪ M4a – Make reasonable judgements of quantity, distance and size ▪ EL4c – Ask questions and give information ▪ EL4f – Use words and phrases appropriately ▪ SL2c – Make simple factual statements ▪ EL2c – Identify sequence of events ▪ EL2d – Predict sequence of events ▪ SL1 – Identify sound ▪ SL2 – Simple structures and vocabulary ▪ EL4c – Ask questions and give information ▪ EA1b – Identify and produce rhythm and beat	▪ Picture ▪ Objects ▪ Photographs ▪ Flash cards a)labelling b)sequencing ▪ Shop paper for sketching

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ANIMALS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time (4-6 weeks) Animals – Pets, food, habitats, work, types of animals, e.g. wild, domestic, farm Speaking - Use pictures, sceneries and real animals to increase vocabulary - Pronounce words and phrases using correct stress, intonation and enunciation - Use vocabulary to ask questions, give answers and make exclamations - Use words with corresponding articles e.g. “El gallo”, “la culebra”, “los gallos”, “las culebras” - Use correct subject/verb agreement in simple sentences - Sing and recite short songs, rhymes, and poems about animals Listening and Viewing - Listen to conversations in various situations	- Show and tell - Questioning - Puppetry - Listen to recordings - Sentence expansion - Dramatisation - Discussion - Choral Speaking	- Observation - Checklist (oral test) - Peer assessment

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: ANIMALS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Listen to names of animals in English and Spanish ▪ Listen to double e, rr, ñ, j, z, v, y, h, g sounds in various words e.g. La araña, el perro, el caballo, etc. ▪ Listen to alphabet sounds and sounds in words and phrases ▪ Listen to recorded short stories, rhymes and songs and poems about animals ▪ Listen to factual statements, passages and repeat main points		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts –Listening/Viewing/Speaking ▪ ST7b – Some ways in which to organize living things into groups ▪ M1c – Quantity in whole numbers ▪ EA1c – Discriminate between and imitate sounds	▪ Realia ▪ Flashcards ▪ Radio/tape recorder ▪ Flip charts ▪ Cinema box ▪ Sand Box ▪ Puppets ▪ Pictures

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Friends: Home and School Friends

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2-3 weeks) ▪ Friends: Home and School Friends -listen to literature and poetry about friends -oral discussion -observe play ground of how friends play, play co-operative games, plan activities for friends, talk on simple game rules -relate classroom experiences about friends -problem solving situations with friends, role play real life situation, make finger puppets and dramatize -oral description of fantasy friends	<u>STUDENTS WILL:</u> ▪ Listen to literature, stories, introductions, poems, opinions, descriptions, experiences, game rules, interviews, songs. ▪ Retell stories, draw conclusions, answer questions (orally), express feelings ▪ Speak - share opinions, ideas, make presentations, retell stories, introduce friends, oral description, sing, discuss, ask questions, give statements, list (orally), recite, dramatize, role play <u>TEACHER WILL</u> ▪ Read to students: stories, poems, rules, literature etc. appropriate to theme. ▪ Plan field trips ▪ Carry out interviews	▪ Observation ▪ Questioning ▪ Interviewing

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: BELONGING****Sub-Topic: Friends: Home and School Friends**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- interview others about friendship, talk about your friends (emotions, likes/dislikes), introducing friends, greeting friends, singing to friends, name birth dates of friends, activities done by friends on different days of the week, naming friends in alphabetical order, discussing time(clock) with friends - identify main ideas of stories, poems about friends, list objects used by friends, school, home and play		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: BELONGING****Sub-Topic: Friends: Home and School Friends**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2b – Main ideas ▪ EL2c – Sequence of events ▪ EL2d – Predict ▪ EL2e – Interpret body language and gestures ▪ EL4a – Recognizable pronunciation and appropriate stress ▪ EL4b – Grammatical structures ▪ EL4c – Ask questions and give information ▪ EL4d – Feelings, events ▪ EL4e – Express an opinion ▪ EL4g – Body language and gestures appropriate to speech ▪ M1c – Quantity in whole numbers ▪ M4a – Make reasonable judgements of quantity ▪ M5a – Gather, record and organize data ▪ ST1a – Similarities and differences between animals ▪ ST5a – Physical characteristics and uses of a variety of everyday materials/substances ▪ ST7a – How plants and animals grow and reproduce ▪ ST7b – Ways to organize living things ▪ ST8a – How different life forms affect life forms ▪ ST8b – How changes in their environment affect various life forms ▪ WT2a – Role of different forms of communication ▪ WT3a – How family members depend on each other to satisfy their needs and wants ▪ WT3b – Importance of services provided by people ▪ SS1a – Time periods in relation to their own growth and development ▪ SS1b – Why life in their local community now is different from life in the past	▪ Story books, poems, cinema box, flip charts, flash cards, sentence strips, telephone, TV, video, puppets, clothing

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: BELONGING****Sub-Topic: Friends: Home and School Friends**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ SS2a – Weather and climate patterns ▪ SS2c – How land and water provide for physical needs of people ▪ SS3a – How their rights as children are protected ▪ SS3b – The need for rules ▪ Ss5a – Customs and traditions ▪ SS5b – Use of first language ▪ H1a – Basic elements of personal hygiene ▪ H1b – Dangers of common substances ▪ H1c – Importance of proper food handling ▪ H1d – Importance of safety practices ▪ H1e – Accidents, emergencies, kinds of abuse ▪ H2a – Clean surroundings ▪ EA1a – Sing in tune ▪ EA1b – Identify and produce rhythm and beat ▪ EA1c – Discriminate between and imitate sounds ▪ EA1f – Use colour, shape, lines, patterns, textures to express ones own ideas ▪ SP1b – Choose between alternatives in simple situations based on values ▪ SP2a – Take part in group activities ▪ SP2b – Express opinions and feelings in a society acceptable way ▪ SP3a – Assess their needs/interests	

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Animal Groups

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2-3 weeks) <u>Animal Groups</u> - complete oral sentences using pictures - connecting initial letter sounds of names of animals to the letter sound of the alphabet - rearranging animal puzzles - make booklet from pictures of animals - describe animals orally - naming and discussing on uses of animals - listen to animal stories - relate animal stories - identify main idea of animal stories - use puppets to talk about uses of animals - imitate sound made by animals - classify animals as domestic/wild/ pets - visit a farm/zoo	<u>STUDENTS WILL:</u> ▪ Listen - oral sentences, initial sounds, sounds and names of animals, letter sound of the alphabet, animal stories, state main ideas orally, guess, TV, radio ▪ Speak - discuss, explain, retell, relate, dialogue, classify (orally), recite, sing, dramatize, complete oral sentences, list (orally) <u>TEACHER WILL:</u> ▪ Read - oral sentences, stories, poems. ▪ Use visual aids e.g. posters, pictures, radio, tape recorder	▪ Observation ▪ Questioning ▪ Interviewing

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Animal Groups

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- discuss different animal colours/actions/food/homes - animal riddles/songs - dramatize dialogue between two animals - picture reading of animal stories - listing wild/domestic animal orally - name gender and number of animals - make simple oral sentences about animals		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: BELONGING****Sub-Topic: Animal Groups**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2b – Main ideas ▪ EL2c – Sequence of events ▪ EL2d – Predict ▪ EL2e – Interpret body language and gestures ▪ EL4a – Recognizable pronunciation and appropriate stress ▪ EL4b – Grammatical structures ▪ EL4c – Ask questions and give information ▪ EL4d – Feelings, events ▪ EL4e – Express an opinion ▪ EL4g – Body language and gestures appropriate to speech ▪ M1c – Quantity in whole numbers ▪ M4a – Make reasonable judgements of quantity ▪ M5a – Gather, record and organize data ▪ ST1a – Similarities and differences between animals ▪ ST5a – Physical characteristics and uses of a variety of everyday materials/substances ▪ ST7a – How plants and animals grow and reproduce ▪ ST7b – Ways to organize living things ▪ ST8a – How different life forms affect life forms ▪ ST8b – How changes in their environment affect various life forms ▪ EA1a – Sing in tune ▪ EA1b – Identify and produce rhythm and beat ▪ EA1c – Discriminate between and imitate sounds ▪ SP1b – Choose between alternatives in simple situations based on values ▪ SP2a – Take part in group activities ▪ SP2b – Express opinions and feelings in a society acceptable way ▪ SP3a – Assess their needs/interests	▪ Storybooks, poems, pictures, cinema box, flipchart, sentence strips, flash cards, TV, radio, video, puppets, puzzles, riddle, card, real animals, songs

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Friends in Literature

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 – 3 weeks) <u>Story Friends in Literature</u> ▪ Oral discussion on book handling and care ▪ Listen to folk tales e.g. Anansi, Xtabai, Tata Duende etc ▪ Dramatize skits/Bible stories ▪ Collect pictures of favorite cartoon characters for a wall display ▪ Listen/sing tradition songs/rhymes ▪ Recite rhymes and jingles ▪ Retell parts of stories about friends ▪ Assemble puzzles of favourite characters ▪ Use favourite colours to play memory games ▪ Develop riddles based on literature friends ▪ Naming objects in the library	<u>STUDENTS WILL:</u> ▪ Interpret - go to the library, observe how to use books, dramatize ▪ Speak - tell stories, discuss story book, friends ▪ Listen/View - stories, pictures, rhymes, riddles, poems, imitate story book friends <u>TEACHER WILL:</u> ▪ Read - stories, rhymes, poems, riddles ▪ Provide - books, dressing corner, pictures, tape recorder/cassettes, VCR, puppets, ▪ Invite guest - story tellers	▪ Observation ▪ Listening ▪ Dramatising

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Friends in Literature

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ View pictures of story friends and describe them ▪ List names of story friends and actions they do ▪ Naming number and gender of nouns taken from stories ▪ Discussion on likes/dislikes on story friends ▪ Give reasons for liking/disliking certain story friend		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: BELONGING****Sub-Topic: Friends in Literature**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EA1a – Sing in tune ▪ EA1c – Discriminate and imitate sounds ▪ SS1b – Why life in their local community now is different from life in the past ▪ SS5a – Use of first language ▪ EL2b – Main ideas ▪ EL2c – Sequence of events ▪ EL2d – Predict ▪ EL2e – Interpret body language and gestures ▪ EL4a – Recognizable pronunciation and appropriate stress ▪ EL4b – Grammatical structures ▪ EL4c – Ask questions and give information ▪ EL4d – Feelings, events ▪ EL4e – Express an opinion ▪ EL4g – Body language and gestures appropriate to speech ▪ CP1b – Examine information related to the problem/issue ▪ CP2c – Handle real objects ▪ CP2d – Observe with all senses ▪ CP2e – Engage in direct experiences ▪ CP2f – Compare ideas and information ▪ CP2h – Ask questions	▪ Puppets ▪ Story books ▪ Pictures ▪ VCR/cassette ▪ Radio/cassette ▪ Guest speakers ▪ Rhyme/jingle ▪ Poems

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Celebrating Together

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2-3 weeks) <u>Celebrating Together</u> ▪ Oral discussion of pictures and objects pertaining to parties ▪ Relating parties' experiences ▪ Collect pictures to make posters about parties ▪ List words pertaining to parties ▪ Brainstorm on the different occasions for parties ▪ Listen to party music ▪ Group discussion on preparation for a party ▪ Partake in a party ▪ Make a party mobile	<u>STUDENTS WILL:</u> ▪ Listen to - discussions, experiences, party music, greetings, introduction, videos cassettes, stories, religious celebration songs ▪ Speak - report, discuss, oral preparation of party, dialogues, introduce, sing, complete oral sentences, dramatize, list (oral) <u>TEACHERS WILL:</u> ▪ Discuss ▪ Provide pictures ▪ Read stories, poems, observe, brainstorm ▪ Present visual aids	▪ Listen ▪ Observation ▪ Demonstrate

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Celebrating Together

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Dramatise appropriate courtesy – greeting, introductions ▪ Observe a parade and give descriptive words ▪ Give oral report on national holidays' events ▪ Brainstorm on places where families go to celebrate ▪ Oral discussion on activities done at these places ▪ Collection of pictures of activities done at the places where families go to celebrate to develop posters ▪ Listening and identifying sounds related to places ▪ View pictures, mobiles, video-cassettes appropriate to the theme ▪ Make short oral stories and listen to stories ▪ Use pictures to differentiate social and religious celebration ▪ Sing song appropriate to the theme		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: BELONGING****Sub-Topic: Celebrating Together**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ CP1a – Recognize an issue or a problem ▪ CP1b – Examine information related to problem/issue ▪ CP1c – Suggest ways of dealing with problem/issue ▪ CP2a – Use pictures and diagrams ▪ CP2c – Handle real objects ▪ CP2d – Observe with all senses ▪ CP2e – Engage in direct experiences ▪ CP2f – Compare ideas and information ▪ CP2h – Ask questions ▪ CP2j – Give oral reports ▪ CP2k – Use creative arts/language/music ▪ EL4c – Ask questions and give information ▪ EL4d – Describe thoughts, feelings and events ▪ EL4e – Express an opinion ▪ EL4f – Use words and phrases appropriately ▪ EL4g – Use body language and gestures ▪ M1b – Consecutive sequence and position of whole numbers ▪ M1c – Quantity in whole numbers ▪ M1d – Properties of odd and even numbers ▪ M3b – Use coins and bills up to \$5.00 ▪ M3c – Add whole numbers ▪ M3e – Multiply and divide whole numbers ▪ M4a – Make reasonable judgements of quantity, distance and size ▪ M5a – Gather, record and organize data	▪ Pictures, objects (party), posters, tape recorder, radio, storybooks, poems, sentence strips, flag, songs, cinema box, surprise bag

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: BELONGING

Sub-Topic: Celebrating Together

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ ST5a – Physical characteristics and uses of a variety of everyday materials/substances ▪ ST5b – Sources and uses of light, heat and power ▪ ST8a – How different life forms affect life forms ▪ ST8b – How changes in their environment affect various life forms ▪ ST8c – How their own actions affect the environment ▪ WT1a – Investigate ways to solve a simple problem/to meet a need ▪ WT3a – How family members depend on each other to satisfy their needs and wants ▪ WT3b – The importance of the services provided by people in the community ▪ WT3c – How people in the community process resources and sell the products to satisfy their needs and wants	

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FAMILY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time: (2 weeks) ▪ <u>My Family</u> - Dramatize: role play things a family do together - Act out roles of different family members - Puppet show (family members) ▪ <u>Types of jobs</u> - Draw family members - Frame picture of family members - Family mobile using cut outs ▪ <u>Discussions</u> - Good home manner e.g. buenos días, gracias - Conversation on chores/work parents do - Talk out changes in the family births, deaths - Asking questions and making simple statements	▪ Speaking – retelling stories, sharing experiences, ask questions ▪ Listening – listening to animal sounds, to stories, poems, songs, animal names, to information and follow instruction ▪ Viewing – view dioramas/sand-boxes, animal in their habitats, children will help to create objects for sand body/diorama ▪ Share thoughts about their family chores, members religious denomination, beliefs, things they do together, ask questions ▪ Listening – listen to songs, stories, poems, retelling stories, role playing ▪ Viewing – puppet shows, cultural presentation	▪ Observation

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FAMILY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ <u>Sequence</u> - Make a simple family tree - Arrange family members in order of weight, height and age ▪ <u>Communication</u> - Identify language spoken at home - Vocabulary building - Listening to stories about the family - Retelling - View television programmes about the family - Develop communication skills - Observe communication videos - Analyze communication skills ▪ <u>Locations</u> - Describe sites - Direct localities - Follow directions - View pictures of locations		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FAMILY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
MORAL VALUES ▪ <u>Respect</u> - Discuss situations - Show respect to others listen to conversation - View scenes - Role play ▪ <u>Responsibility</u> - Share responsibility in classroom - Participate in responsibility - Discuss responsibility - Organize responsibility - Display responsibility - Select responsibility		MORAL VALUES ▪ Conferencing ▪ Observation ▪ Portfolio

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FAMILY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ <u>Beliefs</u> - Discuss beliefs - Reports on beliefs - Identify beliefs - Practice belief - Role play ▪ <u>Behaviour</u> - Practice good behaviour - Identify good behaviour - Observe general behaviour - View cassettes - Listen to discussion ▪ <u>Attitudes</u> - Develop good attitudes - Practice good attitudes - Identify good attitudes - Role play good attitudes - Observe attitudes - Report attitudes		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FAMILY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
NATURAL HABITATS ▪ <u>Displays</u> - Draw and display pictures - Large pictures of habitats - Dioramas/sand boxes - View television programs (Discovery Channel) ▪ <u>Stories</u> - Listening to short stories in Spanish - Retelling - Make simple statements, repeating simple statements ▪ Matching/games ▪ Exploring ▪ Nature walk ▪ Vocabulary (pronunciation of animal names/homes)		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FAMILY

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>OCCUPATION</u> ▪ EL2c – Identify sequence ▪ EL2e – Interpret ▪ EL4c – Ask questions ▪ EL4d – Describe thoughts ▪ EL4e – Give information ▪ EL4g – Body language ▪ CP2e – Direct experience ▪ CP2f – Compare ▪ CP2h – Ask questions ▪ CP2k – Use creative arts/language/music ▪ M4a – Reasonable judgements ▪ M5a – Use diagrams/pictograms/charts ▪ WT2a – Forms of communication ▪ WT3a – Depend ▪ SS3b – Need for rules ▪ SS5a – Customs and traditions ▪ SS5b – The use of their language ▪ H4b – Manipulation skills ▪ EA1a – Sing in tune ▪ EA1b – Rhythm and beat ▪ EA1c – Imitate sounds	▪ Cassettes, television, puppets, bulletin board, pictures, flip chart, pocket chart, charts, cinema box

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FAMILY

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>MORAL VALUES</u> ▪ SP1a – Recognize the values associated with choices presented in simple situations ▪ SP1b – Choose between alternatives in simple situations based on values ▪ SP2a – Take part in group activities ▪ SP2b – Express their opinion in a society acceptable way ▪ SP3b – Assess progress in relation to achievement of goals and adjust goals or strategies as necessary ▪ SS3a – How their rights as children are protected ▪ SS5a – The customs and traditions which their family follows ▪ ST8b – How changes in their environment affect various life forms ▪ ST8c – How their own actions affect the environment <u>NATURAL HABITAT</u> ▪ EL2a – Discriminate and identify ▪ EL4c – Ask questions ▪ EL4e – Express an opinion ▪ CP2a – Use pictures and diagrams ▪ CP2e – Engage in direct experiences ▪ CP2g – Sort and classify information ▪ CP2f – Compare ideas and information ▪ CP2l – Use visuals, pictures, sketch maps and graphs ▪ M5b – Sequencing ▪ ST8a – Environment ▪ ST8b – Environment ▪ ST8c – Environment	<u>MORAL VALUES</u> ▪ Flip charts, games, charts, rhymes, songs, television, pictures, flannel board, musical instruments, cultural costumes <u>NATURAL HABITAT</u> ▪ Flip charts, games, charts, rhymes, songs, television, pictures, flannel board, musical instruments, cultural costumes

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: 2-3 weeks <u>SPORTING</u> ▪ Naming sports: children will be able to give names of sports in Spanish - Football – fútbol - Basketball – baloncesto - Volleyball – volíbol ▪ Following instructions: Given instructions in Spanish children will be able to follow: - Come here – ven aquí - Throw the ball – tira la bola - Kick the ball – patear la bola - Run fast – corre rápido ▪ Use games - Simón says – Simón dice - Toca la cabeza, Simón dice – brica - Ratón, ratón, qué comes?	<u>SPORTING</u> ▪ Listen to stories, poems, songs related to topic ▪ Share experience e.g, at a wedding ▪ Questioning and answering ▪ Tell stories related to topic ▪ Answer in sentences ▪ Singing of songs ▪ Recitation of poems ▪ Dramatisation ▪ Listening to instruction	<u>SPORTING</u> ▪ Observation ▪ Checklist

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Naming sporting activities - Jump – salta - Run – corre - Walk – camina Vocabulary development - questions/answers What is your favorite sport? ¿Cual es tu deporte favorito? ▪ Discussion of safety rules - Play with precautions Jugar con precaución		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>CELEBRATION</u> ▪ Listening to stories about events - Christmas time – Navidad - My birthday party – mi fiesta de cumpleaños - The Easter parade – desfile de Pascua Florida ▪ Discussion on events - Marriage - Birthday - Month of the year – enero, febrero, marzo...diciembre - Dates – el veintinueve de enero ▪ Making factual statement - My birthday is on January 29th - Mi cumpleaños es el veintinueve de enero	<u>CELEBRATION</u> ▪ Listening – listen to words relating to holidays, historical background concerning holidays, sounds occurring during holiday activities, songs being played, speeches, fireworks ▪ Speaking – speak about names of holidays, sing songs, report on holiday events, picture discussion, describe costumes, role play events	

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- Anita will get married on the 1st of March - Anita se va a casar el primero de marzo ▪ Listening to poems/songs/speeches - Éste es riquirín, Éste es riquirán, son dos pescaditos que juntos nadarán, son tan parecidos, que nadie no sabe quien es requirín y quien es riquirán ▪ Vocabulary Development: words related to vacations - Parade – el desfile - Birthday – el cumpleaños - Mother's day – día de madre - Christmas – Pascua-Navidad - Easter – Pascua Florida - Wedding – boda, casamiento		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Holidays: vocabulary development - Independence day- Dia de la Independencia - Pan American Day – Dia de la raza - Garinagu Day – Dia del Garinagu - Labour Day – Dia del trabajador ▪ Historical Background - Refugees – refugiados - War – guerra - Slavery – esclavitud - Ruins – ruinas - Culture – cultura - Beliefs – creencias - Food – comidas ▪ Songs referring to holidays - Battle of St. George's Caye - Independence Day		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Holiday activities - Ceremony – ceremonia - Speeches – discursos - Parades – desfiles - Beauty pageants – concursos - Dance – baile - Policemen – policías - Fireworks – juegos – artificiales - Costumes – disfrase ▪ Friends - Listen to and converse with friends - Play games that involve song - Say rhymes and literature about friends - Discuss qualities friends should possess - Celebrate special dates of friends		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Facilities - Discuss important facilities of school - Role play proper usage and maintenance of school facilities - Make models of school facilities ▪ Playground - Name playing equipment school have - Discuss some games children like to play - Demonstrate proper usage of playground - Upkeep of playground ▪ Building - Sequence in order types of classroom available in school - Make model of school building		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
- Give location of different buildings and classrooms - Identify things in the classroom ▪ Vocabulary - School – escuela - Pencil – lápiz - Pen – pluma - Exercise book – cuaderno - Blackboard – pizarra - Wall – pared - Desk – pupitre - Chalk – tiza - Eraser – el borrador - Bench – la banca ▪ Use descriptive adjectives - El avión grande - El papalote verde ▪ Make simple sentences (orally) - El avión es grande - El helicoptero es amarillo		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SPORTING

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>SPORTING</u> ▪ EL2b – Main idea ▪ EL2e – Interpret body language/gesture ▪ EL4a – Pronunciation ▪ EL4b – Grammatical structure ▪ EL4c – Asking factual statements ▪ EL4d – Telling factual statements ▪ EL4g – Body language ▪ ST8a, 8b – Changes in environment ▪ Wt3a – Family dependency ▪ SS5 – Cultural life styles ▪ SS5a – Customs/traditions of families ▪ H4 – Sporting events ▪ EA3 – Creativity ▪ EA1a – Singing ▪ SP1 – Family moral principles ▪ Sp2a – Participation ▪ Sp2b – Expressing opinions/feeling <u>CELEBRATION</u> ▪ SL1b – Main ideas ▪ SL1c – Interpret gesture/body language ▪ SL2b – Ask simple factual questions ▪ EL4a – Pronunciation ▪ EL4b – Grammatical structures ▪ EL4d – Describe feelings ▪ EL4e – Expressing opinion ▪ EL2a - Discriminating	<u>SPORTING</u> ▪ Posters, sports equipment, photos, radio/cassettes, video, guest speaker <u>CELEBRATION</u> ▪ Cassettes, photos, pictures, newspaper, radio, guest speaker

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FOOD

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Theme: Food - <i>kinds of food</i> - <i>source of food</i> - <i>market day</i> Recommended Time (2 weeks) ▪ Kinds of Food - sentence structure, form short oral sentences based on balance meal, ethnic dishes, menus - vocabulary development e.g. fruits/vegetables, food, animals, compare and contrast words orally - oral expression likes and dislikes using senses - wall display e.g. pictures, listen to stories/rhymes about food - identify main idea	<u>STUDENTS WILL:</u> ▪ Listen to stories, presentations, experiences, discussions, rhymes, songs cassettes ▪ Speak - make presentations, singing, relating or retelling stories, experiences ▪ View - pictures, posters, videos, stories related in cinema box	▪ Discussion - names of different kinds of food and their sources ▪ Demonstration of skills in a) drawing b) story telling

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: FOOD**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ CP2a – Pictures ▪ CP2d – Observe ▪ CP2c – Handling ▪ CP2g – Classifying ▪ SL1b – Identifying ▪ SL2a – Vocabulary ▪ ST7a – Plants and animals ▪ H1c – Food handling and storage	▪ Realia e.g. food ▪ Cinema box ▪ Puppets ▪ Resource persons ▪ Environment ▪ Charts

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FOOD

Sub Topic: Sources of Food

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>Sources of Food</u> ▪ Listen to poems, songs, rhymes, in Spanish e.g. Hanzel Y Gretel ▪ Vocabulary development e.g. picture booklet (naming pictures), fruits and vegetables, animal and plants - naranja - orange, pescado - fish, repollo - cabbage ▪ Form short oral sentences using same vocabulary words from above e.g. El pescado frito está sabroso ▪ Oral expression - experiences, opinions of different sources of food, likes and dislikes	<u>STUDENTS WILL:</u> ▪ Speak - oral discussion of sources of food, dramatization of stories in Spanish, recite Spanish poems/riddles in Spanish e.g. (caballo/horse) ▪ Listen - listening to questions and make factual statements e.g. ¿Qué es esto? - Esto es un tomate, express opinions e.g. likes and dislikes - me gusta la papaya <u>TEACHER WILL</u> ▪ Read poems, jingles, stories in Spanish, supervise/guide children through oral discussions, and dramatizations, make interviews, organize nature walks, visual aids	▪ Observation - involvement and participation in group activities e.g. proper handling of foods , washing of fruits and vegetables before eating - role playing e.g. one source of food (plants), harvesting (corn picking) ▪ Questioning - interviews (word pronunciation) e.g. ¿Te gusta el mango? ▪ Booklets - e.g. neatness, relevance etc.

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FOOD

Sub Topic: Sources of Food

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ ST7a - Living things how plants and animals grow and reproduce in their environment ▪ CP2e - Engage in direct experience ▪ CP2c - Handling real objects ▪ CP2a - Use pictures	▪ Picture books ▪ Charts ▪ Booklets ▪ Flip charts ▪ Puppets ▪ Realia e.g. fruits and vegetables

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FOOD

Sub Topic: Market Day

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>Market Day</u> - Observe and discuss e.g. colours: green - verde, animals: fish - el pescado, fruits: banana - el plátano/el guineo/el banano, vegetables: tomato - el tomate, food: rice and beans - arroz y frijol, clothing: dress - el vestido - Vocabulary development - e.g. greetings: good morning - buenos días, classroom expression: thanks - gracias, places: park - el parque, parts of the body:	<u>STUDENTS WILL:</u> - Listen - to stories, rhymes, riddles, songs - Speak - orally household items e.g. bed - la cama, fan - el abanico, greetings e.g. good morning - buenos días, good night - buenas noches, places: e.g. the office - la oficina , the shop - la tienda <u>TEACHER WILL:</u> - Introduce new vocabulary about stories before relating the story to children eg; house - la casa, pig - el cochinito/el cerdito, straw - paja, block - el ladrillo, three - tres	- Portfolio - Observation of: - students interaction through games - students use of the language through story telling

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FOOD

Sub Topic: Market Day

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
mouth - la boca, classroom/household objects: pencil - el lápiz, bed - la cama ▪ Oral expression e.g. family: brother - el hermano, weather: It is sunny - hace sol, functions: buy and sell - comprar y vender, likes and dislikes, emotions: I am tired - estoy cansado, commands: come here - ven aquí! adjectives: young - joven ▪ Listen to stories, rhymes, riddles, songs about the market in Spanish e.g. The Three Little Pigs - los tres cochinitos, los tres cerditos		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: FOOD****Sub Topic: Market Day**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ SP2a - Take part in group activities ▪ SP2b - Express opinions and feelings in society in an acceptable way ▪ SL2a - Vocabulary development ▪ M3b - Use of coins ▪ WT3b - Services in community ▪ WT3c - Processing and selling of products ▪ ST7a - How plants grow ▪ SS5a - Communication ▪ H1c - Food handling and storage ▪ H1a - Personal hygiene ▪ H2a - Cleanliness	▪ Reference books need e.g. Spanish /English Dictionary ▪ Pictures ▪ Realia ▪ Story books ▪ Audio visual ▪ TV, VCR

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: ANIMAL KINGDOM

Sub Topic: My favorite places

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>My favourite Place</u> ▪ Animals names - sequencing, matching, sound, discrimination, singing, vocabulary ▪ Family Outings - reporting, mimic animals seen on TV programs ▪ Drawing - animals in their habitats, animals and their young, colour stencilling ▪ Mapping - location of sanctuaries, routes, show and tell ▪ Class tree of Animals - pictures (classifying) ▪ Field trips - visit animals in their habitats	<u>STUDENTS WILL:</u> ▪ Read - pictures, maps ▪ Speak - sound discrimination, sharing, reciting, singing, reporting, discussing ▪ Write - matching, drawing, stencilling, colouring, mapping ▪ Listening/Viewing - sounds, singing, field trips, poems, reporting, observing, maps ▪ Manipulation - art, models <u>TEACHER WILL:</u> ▪ Read to children stories, poems, song, literature appropriate to topic ▪ Visual Aids - habitats art and craft, maps ▪ Provide Adequate - literature books or materials	<u>Observation of:</u> ▪ Discussion ▪ Drawing ▪ Mastery tasks ▪ Art, models ▪ Presentations ▪ Portfolio

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: ANIMAL KINGDOM****Sub Topic: My favorite places**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Poetry - learning/listening poems about animals ▪ Models - make animal toys from various mediums		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EA1a - Sing in tune ▪ CP2k - Creative arts/music, language ▪ EL4d - Feelings, events ▪ EL4e - Express an opinion ▪ M1b - Sequencing numbers ▪ ST7a - Animals growth ▪ SS1a - Growth and development of animals	▪ Library ▪ Maps ▪ Pictures ▪ Circus, zoo, farm ▪ School compound ▪ Museum

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: ANIMAL KINGDOM

Sub Topic: Animal Real vs Imaginary

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>Animals: Real/Imaginary</u> ▪ Draw - the appearance of future animals - My favourite animal superhero ▪ Research - animals that lived long ago vs contemporary animals e.g. dinos vs lizards, compare contrast/opposites, local folklore (Tata duende...) ▪ Discuss - converse about UFO's, chupa cabras (fiction), current events, and present situations (when the UFO landed what animals came out what is reality/fantasy)	<u>STUDENTS WILL:</u> Read - pictures Speak - share thoughts, answer, sing, report, recite poems, opposites Draw - colour, match, mapping Listen/view - TV, sing field trips, poems, reporting Manipulation - art models <u>TEACHER WILL:</u> Read to students - stories, poems, singing relevant to owner and pet Visual aids - pictures, arts and crafts, TV, pictographs Field trips - pet shop nearby Provide - adequate story books/colouring books Invited Guests - vet, pet owner	<u>Observation of:</u> ▪ Students ▪ Discussion ▪ Presentations ▪ Mastery tasks ▪ Art models ▪ Portfolio

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: ANIMAL KINGDOM****Sub Topic: Animal Real vs Imaginary**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Infer - oral inferring/or conclusions, drawing pictures of observations from animal stories ▪ Predict - how animals will look in the future, oral animal stories/discussion /sequence pictures ▪ Children's songs - Barney y amigos, Plaza Sesamo, Muppets.... ▪ Art - make match box robots (use foil, matchsticks) and other toy animals ▪ Handle real animals and objects ▪ Field trips - museums, pet shops, farm, zoo, circus, sea.... ▪ Dramatize - short stories, programs ...		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: ANIMAL KINGDOM****Sub Topic: Animal Real vs Imaginary**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ CP2a - Use pictures/diagrams ▪ CP2c - Handle real objects ▪ ST1a - Similarities/differences from animals ▪ CP2d - Observe with all senses ▪ CP2e - Engage in direct experiences ▪ SS1b - Local community life differences ▪ CP2f - Compare ideas and information ▪ CP2e - Use visuals ▪ CP2h - Ask questions ▪ EA2 - Enjoy taking ▪ CP2k - Use creative arts/language/music ▪ EL1c - Use pictures ▪ M4a - Make reasonable judgements ▪ EA1 - Create music, draw, paint, dance ▪ EA2 - Appreciate watching/listening to performing/visuals arts	▪ Read animals ▪ Pictures ▪ TV ▪ Form pet shops ▪ Resource personnel ▪ Art ▪ Library ▪ Maps ▪ Puppets ▪ Tape recorder ▪ Field trips

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: ANIMAL KINGDOM

Sub Topic: Animal Stories

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>Animal Stories</u> - Displays - stuff animals, small stencil animal pictures stamps of animals markers of animal prints - Songs - Barney y Sus Amigos, Sounds animals make - Drawing their animals - colour, patterns, animal activities e.g. horse drinking water - Discussion - animals/puppets chart, alphabet animals, counting (singular/plural), classify into categories- fur, feather, scales - Comparison - dinosaurs, modern animals, real vs imaginary - Rhymes/poems - recite short poem, guessing, games e.g. "Simón dice" matching pictures	<u>STUDENTS WILL:</u> - Interpret - main idea, and supporting details animal sound - Speak - share thoughts,, idea, sound imitation, reciting, puppetry, dialogue, TV/recorder, questioning, singing, discussion - Write - drawing, matching, circling, colouring stencilling - Listen/View - sound, songs, poems, stories, puppetry, alphabet animals, retelling stories, role playing questions, TV, recorder, cartoon art presentations displays - Manipulation - real animals , stuff toys, art and craft <u>TEACHER WILL:</u> - Read to students - stories, poems, songs, alphabet animal games - Visual Aids - teacher will present, cartoons, charts, pictures, puppets, TV programs, art/craft read animals, toys stencils	<u>Observation of:</u> - Discussion through presentations and the retelling of stories - Interviews

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: ANIMAL KINGDOM****Sub Topic: Animal Stories**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Experience - assignment, real animal handling, field trips ▪ Main idea - habitat, predicting outcomes, uses/actions of animals, moral lessons ▪ Dramatization - sound, play, role play ▪ TV/Tape recorder - cartoons of animals, sound of animals, sound imitation ▪ Sequence information - questioning ▪ Art/craft - masks, costumes, toy animals	▪ Field trips - zoo, farm, circus, museums, sea ▪ Provide - books on songs, poems, rhymes, stories, on animals, posters, stencils, stamps, drawing books, ▪ Drawing - e.g. mask, pictures, stencils, stamps ▪ Invite Guest speakers	

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: ANIMAL KINGDOM****Sub Topic: Animal Stories**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EA1c - Discriminate between and imitate sound ▪ CP2a - Use pictures and diagrams ▪ CP2c - Handle real objects ▪ CP2e - Engage indirect experiences ▪ CP2k - Use creative arts/language/music ▪ ST7a - How animal and plants grow and reproduce in their environment ▪ ST7b - Some ways in which to organize living things into groups ▪ M5b - Use diagram, pictographs and charts to present data ▪ M5a - Gather, record and organize data ▪ SS1b - Why life in their local community now is different from life in the past	▪ Flipchart ▪ Stencils ▪ Games ▪ Stamps ▪ Chalkboard ▪ Puppets ▪ Charts ▪ Rhymes ▪ Songs ▪ Tape recorder ▪ TV ▪ Pictures/posters ▪ Flannel board

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: ANIMAL KINGDOM

Sub Topic: Animal Stories

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>My Pet and I</u> ▪ Viewing - TV programs , pictures, visit pet shops, pet display ▪ Graphing/Pictographs - classify numbering pets ▪ Exp. Art/Oral Exp. - caring/grooming training, visit to the vet, pet songs, opposites, vocabulary ▪ Arts/Craft - models, drawing labelling	<u>STUDENTS WILL:</u> ▪ Speak - questioning, sharing thoughts, reciting, singing, reporting ▪ Discussion - poems, opposites ▪ Listen/View - TV programs, singing, field trips, poems, reporting ▪ Manipulate - art models <u>TEACHER WILL:</u> ▪ Read stories, poems, songs relevant to owner and pet ▪ Visual Aid - pictures, art/craft, TV program ▪ Field trips - pet shop, near by farm ▪ Provide - adequate colouring and story books ▪ Invited guest - Vet	<u>Observation of:</u> ▪ Discussions ▪ Presentation ▪ Drawings ▪ Portfolio

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: ANIMAL KINGDOM

Sub Topic: My Pet and I

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1c - Use pictures in books as clue to meaning ▪ EL1e - Identify sequence of events ▪ EL1f - Identify cause and effect relationships ▪ EL3f - Arrange ideas in sequence to convey information and express feelings ▪ EL4c - Ask questions and give information ▪ CP2f - Compare ideas and information	▪ Observation ▪ Discussions ▪ Presentations ▪ Portfolio ▪ Draw/Arts

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2-3 weeks) <u>MEETING NEW FRIENDS</u> ▪ Greeting Friends; introduce oneself - my name is _____ - mi nombre es _____ ▪ Question Friends – ¿Cómo te llamas? ▪ Dialogue - good morning – buenos días - good afternoon – buenas tardes - good night – buenas noches - how are you – ¿Cómo estás? - fine, thank you – muy bien gracias - ▪ Share experiences about meeting new friends. Repetition and demonstration of simple factual questions and statements		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME:RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Express feeling to a friend, interpret gestures, body language - I am tired – estoy cansado - I am sad – estoy triste - I am sick – estoy enfermo - I am angry – estoynojado ▪ Picture interpretation: use yes (sí) and no (no) when answering to questions based on pictures. - Is the boy happy? – ¿está alegre el niño? - Yes, he is happy - Sí, èl está alegre - No, she is not sad – No, la niña no está triste		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME:RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>BIRTHDAY PARTIES</u> ▪ Listen to literature and poetry about birthdays. Share experiences. Describe the place. Name item from the party: - Balloon(s) – los globos - Cake(s) – el pastel - Food(s) – la comida - Chair(s) – la silla (s) - Table(s) – la (s) meza(s) - Cup (s) – la (s) taza (s) - Knife – el cuchillo - Knives – los cuchillos - Glass – el vaso - Hat(s) – el/los sombreros - Mask(s) – la/s máscara(s) - Soft drink (s) – el/los refresco (s) - Gift (s) – el/los regalos - Cookie – la/s galleta (s) - Sweet – el/los dulce (s)	<u>BIRTHDAY PARTIES</u> ▪ Speak: share thoughts, ideas, dialogue, make presentations appropriate to them/topic ▪ Express likes/dislikes of places and food/games ▪ Plan a trip ▪ Listen/view: auditory discrimination of sounds, letter, blends, syllables ▪ Dialogue ▪ Dramatisation/role playing ▪ Listen to stories, poems appropriate to theme/topic ▪ Drill on pronunciation of vocabulary words ▪ Translate phrases and simple sentences ▪ Display visual aids to elicit oral expression: charts, picture cards, posters of places used as recreational (zoo park) ▪ Field trip: select place/guide children through the planning, discussion, organize field trips and nature walks ▪ Recognize moral values, demonstrate, family role ▪ Prepare family reunion ▪ Display collected work ▪ Observes cassettes ▪ Orally discuss events ▪ Make models ▪ Identify environmental sounds ▪ List orally members in family	

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Identify birthdays on a calendar, sound discrimination, word translation of days of the week and months of the year in sequence - Sunday – domingo - Monday – lunes - Tuesday – martes - Wednesday – miercoles - Thursday – jueves - Friday – viernes - Saturday – sábado - January – enero - February – febrero - March – marzo - April – abril - May – mayo - June – junio - July – julio - August – agosto - September – septiembre - October – octubre - November – noviembre - December – diciembre	▪ Display good moral values ▪ Collect materials ▪ Display clothing & food	

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME:RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Translate dates - 1st April – el primero de abril - 2nd March – el dos de marzo - 3rd January – el tres de enero - 4th February – el cuatro de febrero ▪ Repeat factual statements etc. - cumpleaños el cinco de marzo ▪ Name foods that are served at the parties - cake – el pastel - rice & beans – arroz y frijol - ice cream – los helados - potato salad – ensalada de papas - sandwiches – emparedado - fry chicken – pollo frito		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Express likes and dislikes about food - I like chocolate/me gusta el chocolate - I don't like potato salad/no me gusta la ensalada de papas ▪ Role play – the role of the shop keeper, dialogue in Spanish, use simple structure and vocabulary; use descriptive words e.g. shape, size, colours, use singular and plural, simple phrases, expressing likes/dislikes, accepting/refusal of items. ▪ Select games: name games played at the party e.g. hide and seek – el escondito, pin the donkey's tail – ponle la cola al burro		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Listen to instructions on how to play selected games ▪ Problem solving/create situations ▪ Celebrate: Use of telephone and invite a friend ▪ Discuss about decorating the room/yard <u>FAMILY OUTING</u> ▪ Identify members of the family - mother – la madre - father – el papá - sister – la hermana - brother – el hermano ▪ Listen to stories/poems of family outings, identify main ideas, retell favourite part, share similar experiences, ask factual questions, make factual statements, dramatize using puppets	<u>FAMILY OUTING</u> ▪ Speak: share thoughts, ideas, dialogue, make presentations appropriate to theme/topic ▪ Express likes/dislikes of places and food/games ▪ Plan a trip ▪ Listen/view: auditory discrimination of sounds, letters, blends, syllables ▪ Dialogue ▪ Dramatization/role playing ▪ Listen to stories, poems appropriate to theme/topic ▪ Drill on pronunciation of vocabulary words ▪ Translate phrases and simple sentences ▪ Display visual aids to elicit oral expression: charts, picture cards, poster of places used as recreational (zoo park) ▪ Field trip: select place/guide children through the planning, discussion, organize field trips and nature walks ▪ Recognize moral values, demonstrate, family role	

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME:RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Name places used for recreation - park – el parque - market – el mercado - stadium – el estadio - zoo – el zoológico - beach – la playa - ruin – la ruina - shop/store – la tienda - river – el río - lagoon – la laguna ▪ Name activities done by the family in different places e.g. At the beach families can: (en la playa podemos): - Cook barbecue – cocinar barbacoa - swim – nadar - fish – pescar - play games – jugar juegos - rest – descansar - Ride boat – pasear en lancha		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME:RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Express likes/dislikes about places visited ▪ Discuss the importance of traffic, water, playground safety practices ▪ Express on how/why to apply the basic personal hygiene ▪ Plan a field trip: identify items needed, invite a friend, use a telephone e.g. a trip to the beach ▪ Items: create a wall display of family outings, organize pictures in sequence of events, tell a short story, express thoughts and feelings about pictures ▪ Speak: share thoughts, ideas make presentations, ask questions, repeat words, phrases, simple/sentences, translate, dialogue	▪ Prepare family reunion ▪ Display collected work ▪ Observes cassettes ▪ Orally discuss events ▪ Make models ▪ Identify environmental sounds ▪ List orally members in family ▪ Display good moral values ▪ Collect materials ▪ Display clothing & food	

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME:RECREATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Retell stories, answer questions, and express feelings appropriate to what is sought and heard. Auditory discrimination of letters/words e.g. C/A/S/A – ca/sa, interpret gestures and body language ▪ Read short stories, poems and instruction appropriate to topic ▪ Use visual aids to elicit oral expression ▪ Speak: share thoughts, ideas, make presentation appropriate to theme/topic e.g. repeat sounds of letters ▪ Repeat correct pronunciation of words/phrases ▪ Share experiences and ideas ▪ Translate common words ▪ Say the day of the week and month of year in sequence		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: RECREATION**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Count in sequence ▪ Express likes/dislikes ▪ Recite poems/sing ▪ Repeat pronunciation or words ▪ Answer questions ▪ Dialogue ▪ Role playing ▪ Play games appropriate to what is seen and/or heard ▪ Listen to selected short stories, poems based on topic ▪ Display visual aid to elicit oral expression ▪ Story telling		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: RECREATION**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>MEETING NEW FRIENDS</u> ▪ SS5b – The use of their first language as a vehicle for communication ▪ SP2a – Take part in group activities ▪ SP2b – Express their opinion and feelings in a society acceptable way ▪ H1d – The importance of traffic, water, playground and classroom safety practices ▪ M3b – Use coins and bills up to \$5.00 ▪ H1c – The importance of proper food handling and storage ▪ H2a – The need to keep our immediate surroundings clean ▪ CP2f – Compare ideas and information	<u>BIRTHDAY PARTIES</u> ▪ Clay, pictures, crayons, flannel boards, bulletin boards, recipe, party items, cassettes, cinema box, projector (overhead) <u>FAMILY OUTING</u> ▪ Tape recorder, books, puzzles, flash cards, games, pocket chart, telephone, toys, real objects, pictures, environment, play oney, picture cards, charts

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (3-4 weeks) School <u>Speaking</u> ▪ Pronounce words and phrases using correct stress, intonation and enunciation, e.g. greetings and classroom expressions ▪ Listen and compare simple words in English and Spanish ▪ Use words with their corresponding articles ▪ Associate articles with gender, and numer and opposites e.g. people in school – La maestra, El maestro ▪ Use appropriate adjectives when describing objects, animals, family and weather	▪ Choral speaking ▪ Play games ▪ Discuss, engage in dialogue ▪ Discuss pictures ▪ Recitation ▪ Show and tell ▪ Sequencing ▪ Singing ▪ Modeling of language ▪ Transformational drill	▪ Conferencing ▪ Peer assessment ▪ Self assessment ▪ Interview

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening and Viewing</u> ▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Listen to names of classroom items to increase vocabulary, e.g. ruler – la reala, pencil – el lapiz, chair – la silla		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
Across all areas of curriculum	▪ Realia ▪ Environment ▪ Cinema box ▪ Resource personnel ▪ Pictures and photographs ▪ Radio/tape recorder ▪ Telephone ▪ Puppets

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time: (8-9 weeks) <u>Speaking</u> ▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and make exclamation (e.g. Que lástima! ▪ Use words with their corresponding articles (e.g. "la or "el" "las", "los") ▪ Use appropriate body languages and gestures when speaking and singing ▪ Use the form (noun and verb) to make simple sentences ▪ Use negative and affirmatives to increase vocabulary ▪ Use correct forms of frequently used verbs in varied situations ▪ Use appropriate adjectives when describing objects	▪ Dialogue ▪ Play games ▪ Context questioning ▪ Show and tell ▪ Picture discussion ▪ Dramatization ▪ Listening to recording ▪ Modelling language ▪ Choral speaking ▪ Recitation ▪ Singing ▪ Dancing ▪ Reciting rhyme ▪ Reporting ▪ Sequencing	▪ Conferencing ▪ Observation and oral test ▪ Checklist

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening and Viewing</u> ▪ Listen to alphabet sounds and sounds in words and phrases ▪ Listen to rr, ll, ñ, j, z. v, y, h, g sounds in various words ▪ Listen and respond to farewells and greetings ▪ Listen to recorded stories, rhymes and songs for sounds in words		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts – listening, speaking, reading ▪ M1b – Consecutive sequence and position of whole numbers 1 – 999 ▪ M1c – Quantity of fractions ▪ ST7a – How plants and animal grow and reproduce in their environment ▪ ST7c – How their own growth and development differs from that of animals ▪ EA1a – Sing in tune ▪ EA1d – Draw using different types of lines and shapes ▪ EALf – Coordinate movements in simple structured dances ▪ SS5b – The use of their first language as a vehicle for communication ▪ SP2a – Take part in group activities	▪ Environment ▪ Radio/tape recorder ▪ Children ▪ Resource person ▪ Flash cards ▪ Concrete objects ▪ Pictures ▪ Puppets ▪ Iannel board ▪ Media ▪ Cinema box

AREA OF STUDY: SPANISH

INFANT I

UNIT/THEME: PLACES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (6-8 weeks) Places <u>Speaking</u> ▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Use environment to develop simple sentences ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use appropriate body language and gestures when speaking and singing ▪ Use negatives and affirmatives to increase vocabulary ▪ Use the form (noun and verb) to make simple sentences ▪ Use and sequence words to ask questions and give answers ▪ noun)	▪ Play games ▪ Modeling of language ▪ Listen to recordings ▪ Picture discussion ▪ Choral speaking ▪ Role playing ▪ Puppetry	▪ Observation ▪ Checklist ▪ Peer assessment ▪ Conferencing

AREA OF STUDY: SPANISH**INFANT I****UNIT/THEME: PLACES**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use the form (article, noun and adjective) to make phrases or (article, adjective and noun) e.g. La casa grande (article, noun and adjective) La gran casa (article, adjective and noun) ▪ Use appropriate adjectives when describing objects, places ▪ Give and respond to simple commands		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
	▪ Realia ▪ Environment ▪ Radio/tape recorder ▪ Resource personnel ▪ Pictures

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: FARM

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (8-9 weeks) Family <u>Speaking</u> ▪ Increase vocabulary through the use of pictures and concrete objects ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and make exclamations ▪ Use appropriate body language when speaking, singing and dancing ▪ Use appropriate articles for singular and plural nouns ▪ Use grammatically correct sentences when speaking ▪ Use appropriate adjectives when describing ▪ Use negatives and affirmatives to increase vocabulary ▪ Give and respond to simple commands ▪ Sing along with recordings	▪ Dialogue ▪ Play games ▪ Show and tell ▪ Dramatization ▪ Choral speaking ▪ Recordings ▪ Recitation ▪ Singing ▪ Role playing ▪ Modeling of language ▪ Peer tutoring	▪ Observation (listening) ▪ Checklist ▪ Conferencing

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: FARM

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening and Viewing</u> ▪ Listen to sounds of the alphabet in words, phrases and sentences ▪ Listen to peer when speaking ▪ Listen and compare the names of simple words in English and Spanish ▪ Listen to recorded rhymes, songs and poems for sounds in words ▪ Listen to simple statements to identify main points ▪ Listen to commands and view body language and gestures to respond appropriately ▪ Listen to conversations in varied situations ▪ Listen to expressions of affirmation and negation		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts –Listening, speaking, reading ▪ MIC - Quantity in whole numbers ▪ SS1a - Time periods in relation to their own growth and development ▪ SP2a – Take part in group activities	▪ Pictures ▪ Environment ▪ Radio/tape recorder ▪ Resource personnel ▪ Calendar ▪ Concrete objects ▪ Flip chart ▪ Flannel board ▪ Cinema box

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: FARM

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (8-9 weeks) Farm continued <u>Listening and Viewing</u> ▪ Listen to alphabet sounds and sounds in words and phrases ▪ Listen to rr, ñ, j, z, v, h, g, sounds in various words ▪ Listen to recorded stories, songs and rhymes for sounds in words ▪ Listen and respond to greetings and farewells ▪ Listen to and respond to conversations in varied situations ▪ Listen to simple statements and repeat main points	▪ Dialogue ▪ Play games ▪ Context questioning ▪ Show and tell ▪ Picture discussion ▪ Dramatization ▪ Listening to recording ▪ Modeling language ▪ Choral speaking ▪ Recitation ▪ Singing/dancing ▪ Reporting ▪ Peer tutoring	▪ Conferencing ▪ Observation and oral test ▪ Checklist ▪ Self assessment

AREA OF STUDY: SPANISH**INFANT II****UNIT/THEME: FARM**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts –Listening, speaking, reading ▪ M1b – Consecutive sequence and position of whole numbers 1 – 999 ▪ M1c – Quantity of fractions ▪ ST7a – How plants and animal grow and reproduce in their environment ▪ ST7c – How their own growth and development differs from that of animals ▪ EA1a – Sing in tune ▪ EA1d – Draw using different types of lines and shapes ▪ EALf – Coordinate movements in simple structured dances ▪ SS5b – The use of their first language as a vehicle for communication ▪ SP2a – Take part in group activities	▪ Environement ▪ Radio/tape recorder ▪ Children ▪ Resource person ▪ Flash cards ▪ Concrete objects ▪ Pictures ▪ Puppets ▪ Flannel board ▪ Cinema box ▪ Story books

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: OUR CLASSROOM

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommende Time: (4 weeks) Our Classroom <u>Speaking</u> ▪ Increasing vocabulary through the use of pictures and concrete objects ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and give explanations ▪ Use appropriate articles for singular and plural nouns ▪ Use appropriate body language when speaking and singing ▪ Use grammatically correct sentences when speaking ▪ Use appropriate adjectives when describing their classroom ▪ Use negative and affirmatives to increase their vocabulary ▪ Give and respond to simple commands ▪ Associate articles with gender and number when naming objects	▪ Discuss, engage in dialogue ▪ Picture discussion ▪ Dramatization ▪ Recitation ▪ Show and tell ▪ Sequencing ▪ Singing and dancing ▪ Sing with tapes ▪ Peer tutoring ▪ Role-playing	▪ Conferencing ▪ Checklists

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: OUR CLASSROOM

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use correct forms of verbs when describing actions done in classroom ▪ Use demonstrative, personal and possessive pronouns correctly and appropriately ▪ Use appropriate vocabulary in farewells, greetings and courtesy ▪ Give information in simple grammatically correct sentences ▪ Predict outcomes and sequence events <u>Listening and Viewing</u> ▪ Listen to alphabet sounds in words and phrases that are pertinent to the classroom ▪ Listen to recorded stories, songs and rhymes for sounds in words to increase vocabulary ▪ Listen and compare the names of things in the classroom in English and Spanish ▪ Listen to and respond to farewells and greetings		

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: OUR CLASSROOM

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Listen to conversations in varied situations ▪ Listen to simple statements about classroom ▪ Listen to instructions and commands given by teacher ▪ Listen to talks ▪ Listen to factual statements and short passages ▪ Listen to commands and view body language and gestures to respond appropriately		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts - Listening and viewing - Speaking ▪ MIC - Quantity in whole numbers ▪ SS3b - The need for rules ▪ SP2 - Take part in group activities ▪ EA1g - Move in time to a beat	▪ Flannel board ▪ Environment ▪ Cinema box ▪ Resource personnel ▪ Pictures and photographs ▪ Flip charts ▪ Radio/tape recorder ▪ Concrete objects ▪ Calendar

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (4-5 weeks) Weather <u>Speaking</u> ▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Use the environment to construct simple sentences ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and make exclamations (e.g. ▪ Use words with corresponding articles ▪ Use appropriate adjectives describing (clothing, colours, fruits, vegetables, days of the week, type of weather) ▪ Use appropriate body language and gestures when speaking and singing	▪ Picture ▪ Discussion ▪ Direct Experiences ▪ Singing ▪ Individual Presentation ▪ Modeling of language ▪ Listening to Recordings ▪ Listen to stories, music	▪ Conferencing ▪ Observation ▪ Oral tests

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use the form (noun and verb) to make simple sentences ▪ Use negatives and affirmatives to increase vocabulary ▪ Use correct forms of frequently used verbs in varied situations ▪ Use the form (article, noun and adjective) to make phrases. Or use (article, adjective and noun) to make phrases e.g. La casa grande – La gran casa ▪ Use negatives and affirmatives to increase vocabulary ▪ Give and respond to simple commands		

AREA OF STUDY: SPANISH

INFANT II

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening and Viewing</u> ▪ Use the environment to increase vocabulary ▪ Listen to alphabet sounds in words ▪ Listen to rr, ll, ñ, j, z, v, y, h, g sounds in various words ▪ Listen to recorded stories, rhymes and songs for sounds in words ▪ Listen to and compare the names of simple words in English and Spanish (clothing, types of weather, colors, months of the year) Listen to conversations in varied situations		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ SS2a - Weather and climate patterns and how these affect their lives and the lives of people in their community ▪ EL1c - Use pictures in books as a clue to meaning ▪ EL4b - Use simple grammatical structures correctly and appropriately ▪ EL4c - Ask questions and give information ▪ EL4f - Use words and phrases appropriate to audience ▪ Ea1c - Discriminate between and imitate sounds	▪ Pictures ▪ Environment ▪ Radio/tape recorder ▪ Resource personnel ▪ Flash cards ▪ Weather chart

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (4-6 weeks) Animals – Pets, food, habitats, work, types of animals e.g. wild, domestic, farm <u>Speaking</u> ▪ Use pictures, sceneries and real animals to increase vocabulary ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and make exclamations ▪ Use words with corresponding articles, e.g. “El gallo”, “la culebra”, “los gallos”, “las culebras”. ▪ Use correct subject/verb agreement in simple sentences ▪ Sing and recite short songs, rhymes, and poems about animals	▪ Show and tell ▪ Questioning ▪ Puppetry ▪ Listen to recordings ▪ Sentence expansion ▪ Dramatization ▪ Discussion ▪ Choral speaking	▪ Observation ▪ Checklist ▪ Peer assessment

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening and Viewing</u> ▪ Listen to cnversations in various situations ▪ Listen to names of animals in English and Spanish ▪ Listen to double e, rr, ñ, j, z, v, y, h, g sounds in various words e.g. la araña , el perro, el caballo, etc. ▪ Listen to recorded short stories, ryhmes and songs and poems about animals ▪ Listen to factual statements, passages and repeat main points		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts - listening and viewing - speaking ▪ ST 7b - Some ways in which to organize living things into groups ▪ MIC - Quantity in whole numbers ▪ EAIC - Discriminate between and imitate sounds	▪ Realia ▪ Flash cards ▪ Radio/tape recorder ▪ Flip charts ▪ Cinema box ▪ Sand box ▪ Puppets ▪ Pictures

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (4-6 weeks) <u>Speaking</u> ▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and make exclamations ▪ Use appropriate body language and gestures, give answers and make exclamations ▪ Use movements and body parts to respond to everyday situations ▪ Use appropriate articles for singular and plural nouns e.g. las, los ▪ Use correct subject/verb agreement in simple sentences ▪ Give and respond to simple commands	▪ Show and tell ▪ Questioning ▪ Puppetry ▪ Listen to recordings ▪ Sentence expansion ▪ Dramatization ▪ Discussion ▪ Choral speaking ▪ Dialogue ▪ Modeling of language ▪ Recitation ▪ Singing	▪ Observation (listening and speaking) ▪ Checklist (oral test) ▪ Peer assessment ▪ Interview

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening and Viewing</u> ▪ Listen to names of people and objects to increase vocabulary ▪ Listen to alphabet sounds and sounds in words and phrases ▪ Listen to rr, ll, ñ, j, v, h, g, sounds in various words ▪ Listen to recorded stories, rhymes and songs for sounds in words ▪ Listen and respond to greetings and farewells ▪ Listen to simple statements ▪ Listen to and follow simple instruction		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts (I) Listening and viewing (II) Speaking ▪ ST8a - How different life forms affect other life forms and their environment ▪ 8T 8b - How changes in their environment affect various life forms ▪ SS 3b - The need for rules ▪ EA1d - Draw using different types of lines and shapes	▪ Realia ▪ Tape recorder ▪ Flash cards ▪ Flip charts ▪ Puppets

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (3-4 weeks) <u>Speaking</u> ▪ Use correct pronunciation, intonations and stress ▪ Use la or el correct when naming family members, items, etc. ▪ Use articles for singular and plural nouns e.g. las casas, los cuadernos ▪ Use correct forms of frequently used verbs in varied situations ▪ Use the form (noun and verb) to make simple sentences ▪ Use appropriate adjectives when describing family members, events and objects ▪ Use negative and affirmatives to increase their vocabulary ▪ Give and respond to simple commands	▪ Discuss, enagage in dialogue ▪ Discuss pictures ▪ Dramatization ▪ Recitation ▪ Show and tell ▪ Sequencing ▪ Singing ▪ Peer tutoring ▪ Role playing ▪ Listening ▪ Modeling of language ▪ Drawing ▪ Questioning ▪ Choral speaking ▪ Direct experiences, e.g. to go on walks	▪ Observation ▪ Interview ▪ Conference

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use correct intonations and appropriate gestures to ask simple factual questions ▪ Increase vocabulary through the use of pictures and concrete objects ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Give information in complete sentences ▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Use vocabulary to ask questions and make exclamations		

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening and Viewing</u> ▪ Listen to alphabet sounds in words and phrases ▪ Listen to recorded stories, songs and rhymes for sounds in words ▪ Listen and compare simple words in English and Spanish ▪ Listen and respond to farewells and greetings ▪ Use body parts and movements to respond to everyday situations and experiences ▪ Listen to simple statements and repeat main points e.g. what each family member is doing. El niño está llorando		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
Acroos all areas of the curriculum	▪ Flannel board ▪ Flash cards ▪ Charts ▪ Tape recorder ▪ Games ▪ Surprise boy

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (8-9 weeks) <u>SHOPPING</u> <u>Speaking</u> ▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and make exclamations ▪ Use words with their corresponding articles (e.g. "la, or "el", "las" and "los" in relation to gender, number and opposites ▪ Use appropriate body language and gestures when speaking, singing and dancing ▪ Use the form (noun and verb) to make simple sentences ▪ Increase vocabulary	▪ Dialogue ▪ Play games ▪ Context questioning ▪ Show and tell ▪ Picture discussion ▪ Dramatization ▪ Listening to recording ▪ Modeling language ▪ Choral speaking ▪ Recitation	▪ conferencing ▪ observation and oral tests ▪ checklist

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: SHOPPING

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
	▪ Environment ▪ Resource personnel ▪ Flash cards ▪ Concrete objects ▪ Pictures ▪ Radio/tape recorder ▪ Flannel board ▪ Puppets

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FRIENDS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (3-4 weeks) <u>Friends</u> <u>Listening and Viewing</u> ▪ Listen and respond to greetings and farewells ▪ Listen to conversations in varied situations ▪ Listen to expressions of affirmation and negation ▪ Listen to alphabet sounds in words and phrases that are pertinent to the classroom ▪ Listen to recorded stories, songs and rhymes for sounds in words to increase vocabulary ▪ Use movements and body parts to respond to everyday situations and experiences (moods, greetings, commands)	▪ Discuss, engage in dialogue ▪ Listen to recordings ▪ Picture discussion ▪ Singing ▪ Recitation ▪ Modeling the language ▪ Dramatization ▪ Individual and group tasks ▪ Play games	▪ Checklists ▪ Peer and self assessment

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: FRIENDS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use pictures, sceneries and concrete objects to increase vocabulary ▪ Listen to alphabet sounds and sounds in words and phrases ▪ Listen to rr,ll,ñ,j,z,v,y,h,g, sounds in various words ▪ Listen to recorded stories, rhymes and songs for sounds in words ▪ Listen and compare the simple words in English and Spanish e.g. regla for ruler, rules		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Across all other areas	▪ Pictures and photographs ▪ Classroom environment ▪ Radio/tape recorder ▪ Outdoor environment ▪ Flashcards ▪ Cfharts ▪ Puppets ▪ Realia ▪ Cinema box ▪ Flannel board ▪ Games ▪ Telephone ▪ Picture/ word cards

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: MY BODY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (4-6 weeks) My Body: parts of the body, care of the body, use of the body parts <u>Speaking</u> ▪ Use pictures, sceneries and body parts to increase vocabulary ▪ Use vocabulary to ask questions, give answers and make exclamations ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use appropriate body language and gestures when speaking , singing and dancing ▪ Use words with corresponding articles ▪ Use correct subject/verb agreement in simple sentences ▪ Use appropriate adjectives when describing body parts	▪ Show and tell ▪ Questioning ▪ Listen to recordings ▪ Sentence expansion ▪ Dramatization ▪ Discussion ▪ Dialogue ▪ Choral speaking and singing	▪ Observation ▪ Checklist (oral test) ▪ Peer assessment

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: MY BODY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use demonstrative personal and possessive correctly and appropriately ▪ Give commands and be able to respond to simple commands ▪ Ask and answer simple questions ▪ Use negatives and affirmative to increase vocabulary ▪ Give information in detailed sentences ▪ Predict outcomes <u>Listening and Viewing</u> ▪ Listen to alphabet sounds and sounds in words and phrases ▪ Listen to rr, ñ, j, z, v, h, g, sounds in various words ▪ Listen to recorded stories, songs and rhymes for sounds in words ▪ Listen and respond to words, phrases and expressions through body language and gestures		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: MY BODY**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Listen to simple statements and identify main ideas e.g. taking care of the body ▪ Listen to factual statements, short stories, passages then name body parts and usages e.g. I use my eyes to see. Uso mis ojos para ver.		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts ▪ ST7c - How their own growth and development differs from that of animals ▪ Ea1c - Discriminate between and imitate sounds	▪ Realia ▪ Flashcards ▪ Flip charts ▪ Pictures

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (4-5 weeks) Market <u>Speaking</u> ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use vocabulary to ask questions, give answers and make exclamations (e.g. ¡Que lástima!) ▪ Use words with their corresponding articles (el gato, la pluma) ▪ Use appropriate body language and gestures when speaking, singing and dancing ▪ Use the form (noun and verb) to make simple sentences (e.g. <u>El hombre toca el piano</u>) ▪ Use appropriate adjectives when describing food, animals, weather, family, vegetables ▪ Ask and answer simple questions ▪ Use appropriate vocabulary in greetings, farewells and courtesy (Hola, Adíos)	▪ Modelling of language ▪ Picture discussion ▪ Direct experiences ▪ Discussion ▪ Singing ▪ Individual presentation ▪ Listen to (stories, music) ▪ Listen to recordings	▪ Conferencing ▪ Observation ▪ Oral tests

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: MARKET

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use demonstrative, personal, and possessive pronouns correctly and appropriately ▪ Give and respond to simple commands <u>Listening Viewing</u> ▪ Use pictures, sceneries and concrete object to increase vocabulary ▪ Listen to alphabet sounds in words and phrases ▪ Listen to rr, ñ, ll, j, z, v, y, g sounds in various words ▪ Listen to recorded stories, rhymes and songs for sounds in words ▪ Listen to and compare words in English and spanish ▪ Listen and respond to farewells and greetings ▪ Listen to conversations in varied situations ▪ Listen to expressions of affirmation and negation		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: MARKET**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts – Listening, speaking, reading ▪ M1c - Quantity of fractions ▪ SP2a - Take part in group activities	▪ Pictures ▪ Environment ▪ Radio/tape recorder ▪ Resource personnel ▪ Flashcards ▪ Concrete objects

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: CLOTHING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (3-4 weeks) Clothing <u>Speaking</u> ▪ Use pictures and objects to increase vocabulary ▪ Pronounce words and phrases using correct stress, intonation and enunciation ▪ Use “la” or “el” when naming objects ▪ Use appropriate vocabulary when asking and answering questions ▪ Use appropriate article for singular and plural nouns ▪ Use appropriate body language when speaking and singing ▪ Use the form (article and noun and adjective) to make simple phrases ▪ Use appropriate adjectives when describing	▪ Picture discussion ▪ Model clothing ▪ Model speech ▪ Dramatization ▪ Sing and dance ▪ Reporting ▪ Listen to recordings ▪ Play games ▪ Dialogue ▪ Role playing ▪ Choral speaking	▪ Observation (listening)

AREA OF STUDY: SPANISH

STANDARD I

UNIT/THEME: CLOTHING

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Use negatives and affirmatives when answering questions ▪ Use possessive pronouns correctly and appropriately ▪ Give and respond to simple commands ▪ Give information in simple grammatically correct sentences ▪ Predict outcomes and sequence stages of development <u>Listening and Viewing</u> ▪ Listen to alphabet sounds in words and phrases pertinent to clothing ▪ Listen to names of clothing to increase vocabulary ▪ Listen to conversations in varied situations ▪ Listen to simple statements about clothes ▪ Listen to factual statements and short passages		

AREA OF STUDY: SPANISH**STANDARD I****UNIT/THEME: CLOTHING**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Listen for correct use of grammatical structure in speech ▪ Listen and identify main ideas in sentences ▪ Listen to correct use of “la” or “el” ▪ Listen to commands and view body language and gestures when performing action ▪ Listen to commands and view body language and gestures to respond appropriately		

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ Language Arts ▪ M1c - Quantity in whole numbers ▪ SS5a - The customs and traditions where their family follows ▪ EA1e - Paint using different colors ▪ SP1a - Recognize the values associated with choices presented in a simple situation	▪ Pictures ▪ Concrete objects ▪ Clothing ▪ Radio/tape recorder ▪ Resource personnel ▪ Environment