

World Language FLES Program

Monthly Curriculum Outline

Grade: Kindergarten

The primary goal of the FLES program is effective, communicative proficiency in Spanish. Language acquisition is a cumulative, ongoing process and accuracy is the result of deliberate interpretive and presentational experiences. All monthly goals and objectives will be continually reinforced and revisited throughout the year. Spanish is taught in context through the use of songs, games, books, crafts and activities. The Spanish curriculum connects to and expands on topics taught in other disciplines, such as Language Arts, Social Studies, Math, Music, Physical Education, and Art. By enhancing and expanding other content areas, World Language study supports Common Core Standards in those areas. Technology is a tool to access information, make lessons more engaging, and provide students with opportunities to communicate with students in Spanish speaking communities.

Connection to National Standards for World Language Education:

Communication: Communicate in Languages Other Than English

- 1.1 Students engage in conversations, provide and obtain information, and exchange opinions
- 1.2 Students understand and interpret spoken language on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

- 3.1 Students reinforce and further their knowledge of other disciplines through the study of a world language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture

- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

- 5.1 Students use language both within and beyond the language class setting.

Essential Questions:

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?
- How do people of other countries and cultures celebrate holidays?

Enduring Understandings:

Students will understand that:

- People in other countries and other cultures communicate using different words to name objects and ideas.
- In order to better understand people of a different culture we must speak their language.
- People in other countries and other cultures have different holidays and celebrations. They use different products and have different traditions to celebrate their holidays.



MONTH: September

<p>Objectives:</p> <p>THEME: Getting to Know Each Other</p>	<ul style="list-style-type: none"> • Student will interact with teachers and peers using greetings and farewells in Spanish. (1.1) (1.2) • Students will use expressions of politeness in Spanish. (1.1) (1.2) • Students will state their names using Spanish construction. (1.2) (1.2) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (4.1)
<p>Language:</p>	<p>Greetings, farewells Politeness words: please, thank you, your welcome GAME: ¿Cómo te llamas? Me llamo (name) Songs: “The Wheels on the Bus”, “The More We Get Together” Book: <u>Brown Bear, Brown Bear, What do you see?</u></p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Early Emergent Readers Music and Physical Education: Rhythm and Movement</p>



MONTH: October

<p>Objectives:</p> <p>THEME: Birthdays</p>	<ul style="list-style-type: none"> • Students will respond physically to classroom directions. (1.2) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will compare and contrast the organization of the days of the week (starts with Monday, not Sunday). (2.1) (4.2) • Students will celebrate festivals/holidays of the target culture (birthdays and name day). (2.1) (2.2) (3.2) (4.2) • Students will listen to/view popular English and Spanish nursery rhymes. (1.1) (1.2) (3.1) (4.1)
<p>Language:</p>	<p>Sit down, stand up, turn around, jump Days of the week Song: “Happy Birthday”: Happy Birthday, party, gifts Nursery Rhymes: “Hickory, Hickory Dock”, “Jack and Jill”, “Little Miss Muffet”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Early Emergent Readers: Nursery Rhymes Music and Physical Education: Rhythm and Movement Social Studies: Calendar</p>



MONTH: November

<p>Objectives:</p> <p>THEME: Calendar (and Numbers)</p>	<ul style="list-style-type: none"> • Students will count 1-10, using manipulatives. (1.1) (1.2) (3.1) • Students will respond to question about age with one word answer (number). (1.1) (1.2) • Students will listen to/view books Spanish books. (1.1) (1.2) (3.1) (4.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1) • Students will recognize and create labels for classroom objects. (1.1) (1.2) (3.1) • Students will recite Spanish poem (with visuals). (1.1) (1.2) (3.1) (4.1)
<p>Language:</p>	<p>Numbers 1-10 Classroom objects Months of the year Poem: “Months of the year” Dr. Seuss book: <u>10 Apples Up On Top</u> Song: “¿Cuántos años tienes?” Calico</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Labeling Unit Math: Counting and One-to-One Correspondence to 10 Physical Education: Rhythm and Movement Social Studies: Calendar</p>



MONTH: December

<p>Objectives:</p> <p>THEME: Holidays (and Colors)</p>	<ul style="list-style-type: none"> • Students will celebrate Spanish traditions. (2.1) (2.2) (3.1) (3.2) (4.2) • Students will identify 8 colors in Spanish. (1.1) (1.2) (4.1) • Students will sing traditional Spanish holiday songs. (1.1) (1.2) (4.1) • Students will listen to/view books about Spanish holidays and festivities. (1.1) (1.2) (2.1) (2.2) (3.1) (3.2) (4.2)
<p>Language:</p>	<p>Holiday vocabulary: Christmas, New Years, Epiphany, gifts, tree, decorations, lights. Red, Orange, Yellow, Green, Blue, Purple, Black, and White Book: <u>One Fish, Two Fish, Brown Bear, Brown Bear, What do you see?</u> Song: “De Colores”, “Campanas de Belén” GAME: 4 corners: colors</p>
<p>Connections to Content Areas:</p>	<p>Art: Colors Language Arts: Early Reading Strategies: use of illustrations and word recognition Math: Counting Music and Physical Education: Rhythm and Movement Social Studies: Holidays/traditions in Spanish speaking cultures</p>



MONTH: January

<p>Objectives:</p> <p>THEME: Seasons (and Weather)</p>	<ul style="list-style-type: none">• Students will organize the calendar into seasons. (1.1) (1.2) (3.1)• Students will identify weather during the 4 seasons. (1.1) (1.2) (3.1)• Students will sing songs, recite poems and create crafts about weather. (1.1) (1.2) (4.1)
<p>Language:</p>	<p>Spring, Summer, Fall, Winter Rain, Sun, Windy, Snow, Cold, Hot Song: "Rain, Rain, Go Away" Poem: "Itsy, Bitsy, Spider" Paper plate wheel: matching seasons to months to weather</p>
<p>Connections to Content Areas:</p>	<p>Art: Craft organizing seasons, months, weather Music and Physical Education: Rhythm and Movement Social Studies: Calendar Science: Weather and Seasons</p>



MONTH: February

<p>Objectives:</p> <p>THEME: Friendship</p>	<ul style="list-style-type: none"> • Students will answer questions about calendar: seasons, months, and days. (1.1) (1.2) (3.1) • Students will listen to/view Spanish version of familiar English stories. (1.1) (1.2) (3.1) (3.2) (4.1) • Students will create Valentine’s for a friend in Spanish. (1.1) (1.2) (2.2) (3.1) (4.2) (5.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
<p>Language:</p>	<p>Yesterday, Tomorrow, Today Book: <u>Te Amo, Sol – Te Amo, Luna</u> Valentine’s Day: friend, heart, peace, like, friendship, gift, sweet, hug, boy, girl Songs: “Te Quiero”, “Día del Amor y la Amistad”</p>
<p>Connections to Content Areas:</p>	<p>Art: Valentine craft Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Social Studies: Calendar Science: Seasons and Weather</p>



MONTH: March

<p>Objectives:</p> <p>THEME: Animals: Likes/Dislikes</p>	<ul style="list-style-type: none"> • Students will identify popular animals and pets. (1.1) (1.2) (3.1) • Students will identify the sounds animals make (different depending on language). (3.1) (3.2) (4.2) • Students will listen to/view Spanish version of familiar English stories (Dr. Seuss). (1.1) (1.2) (3.1) (4.1) • Students will use expressions for likes and dislikes. (1.1) (1.2) (3.1) (3.2) (4.1) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
<p>Language:</p>	<p>Dog, cat, bird, mouse, fish, caterpillar, butterfly, rabbit, snake Sounds various animals make Books: <u>Green Eggs and Ham</u> Me gusta(n).../No me gusta(n)... Song/Poem: “Los pollitos dicen...”; “Old MacDonald’s Farm”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Dr. Seuss Month Music and Physical Education: Rhythm and Movement Science: Living and Nonliving</p>



MONTH: April

<p>Objectives:</p> <p>THEME: Foods: Likes/Dislikes</p>	<ul style="list-style-type: none"> • Students will identify some popular foods in both cultures. (1.1) (1.2) (2.2) (3.1) (4.1) (4.2) • Students will identify on map where the Monarch butterflies migrate to. (3.1) • Students will listen to/view Spanish version of English texts. (1.1) (1.2) (3.1) (4.2) • Students will sing Spanish version of English songs and make appropriate movements and gestures. (1.1) (1.2) (4.1)
<p>Language:</p>	<p>Apple, pear, cheese, strawberry, mango, papaya, banana, orange, sweet, coconut, to eat Tree, leaf, fly, map Books: <u>Adiós Óscar</u>, <u>Hungry Little Catterpillar</u> Song: Cookie Monster Food Rap “Let’s eat!”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Social Studies: Map of Mexico Science: Butterflies, Migration</p>



MONTH: May:

<p>Objectives:</p> <p>THEME: Family</p>	<ul style="list-style-type: none">• Students will identify members of the nuclear family. (1.1) (1.2) (3.1)• Students will celebrate Mexican Holiday: Cinco de Mayo. (2.1) (2.2) (4.2)• Students will sing a Spanish song during the Mother's/important person's Day presentation. (1.1) (1.2) (3.1) (4.2) (5.1)
<p>Language:</p>	<p>Family members: mom, dad, sister, brother Mother's day Book: <u>Cuadros de Familia</u> Song: "5 Little Monkeys Jumping on the Bed", "Hush Little Baby"</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Social Studies: Family: Mother's Day</p>



MONTH: June

<p>Objectives:</p> <p>THEME: Family</p>	<ul style="list-style-type: none"> • Students will listen to/read folktales and fairytales in Spanish. (1.1) (1.2) (2.1) (3.1) (3.2) (4.1) (4.2) • Students will expand their family vocabulary. (1.1) (1.2) (3.1) • Students will identify numbers 11-20, using manipulatives. (1.1) (1.2) • Students will play math bingo in Spanish with their dad/important person presentation. (1.1) (1.2) (3.1) (4.2) (5.1)
<p>Language:</p>	<p>Book: <u>Three Little Bears</u> Family members: uncle, aunt, cousin, grandmother, grandfather Make Counting Book Song: “5 Little Fingers”: finger family Math Bingo</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Fairytale/Folktale Unit Math: Number Sense 1-20 Social Studies: Family: Father’s Day</p>



Assessment

- **Students will perform a song and/or poem at the Mother's Day Tea in May**
- **Students will participate in math games in Spanish at the Father's Day Celebration in June.**
- **Parent survey**
- **Teacher survey**

Materials: videos, songs, stories, games, art supplies

Online: Babytv español, Calico, Spanish playground, Hispanic culture on line, Toobys

Books: Hispanic Games and Rhymes, Let's Play Games in Spanish, Teach me Spanish, Teach me more Spanish, Story books (like those mentioned in outline)