

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. Kindergarten students will focus on spoken Spanish and will have limited exposure to written words in Spanish.

World-Readiness Standards for Learning Languages:

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Cultures: Interact with cultural competence and understanding

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

- 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- 5.1 Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Yearly Theme: New Words: How do I use Spanish?

Essential Questions:

- How can we communicate with others from different countries and cultures?
- Why is it important to communicate in another language?

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.



MONTH: September

Objectives: THEME: Getting to Know Each Other	<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 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)
Language:	Greetings, farewells count 1-10 GAME: ¿Cómo te llamas? (bring animal friends) Me llamo (name) Book: <u>Buenas noches, luna; Diez puntos negros</u> Songs: “Buenos Días” “Buenas noches”, “dos manitas, diez deditos”
Connections to Content Areas:	Language Arts: Early Emergent Readers Music and Physical Education: Rhythm and Movement



MONTH: October

<p>Objectives:</p> <p>THEME: Birthdays and numbers</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 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>Birthdays count 1-10 commands: hands up, hands down colors and bear Nursery Rhymes: “Hickory, Hickory Dock”, “Jack and Jill”, “Little Miss Muffet” Books: <u>5 little monkeys jumping on the bed; Pinta ratones</u> Song: “Happy Birthday”: Happy Birthday, party, gifts; “Rompe la piñata”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Early Emergent Readers: Nursery Rhymes Music and Physical Education: Rhythm and Movement Social Studies: Cultural celebrations</p>



MONTH: November

<p>Objectives:</p> <p>THEME: Colors (animals and sounds)</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 compare and contrast the sounds animals make in English and Spanish • 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 recite Spanish poem (with visuals). (1.1) (1.2) (3.1) (4.1)
<p>Language:</p>	<p>Numbers 1-10 ¿Cuántos años tienes?</p> <p>colors – red, orange, yellow, green, blue, purple, black, white, grey, pink, brown</p> <p>animals – pig, cow, duck, horse, donkey, duck, dog, cat, bird, frog, bear, chicken, sheep – and their sounds</p> <p>teacher, student</p> <p>colors</p> <p>Book: <u>Oso pardo, oso pardo; Ve, perro, ve; ¿Eres mi mamá?</u></p> <p>Song: “Me gustan los colores” Calico; “los animales”; “En la granja de mi tío” “ Vengan a mi granja”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Brown Bear, Brown Bear</p> <p>Math: Counting and One-to-One Correspondence to 10</p> <p>Music and Physical Education: Rhythm and Movement</p> <p>Science: Animal sounds and appearance</p> <p>Social Studies: Animals of the world</p>



MONTH: December

<p>Objectives:</p> <p>THEME: Holidays (and Family)</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, gifts, Santa, reindeer, train, toys, family members – mom and dad, grandma and grandpa, brother and sister</p> <p>GAME: 4 corners: colors</p> <p>Video: “Pepa Pig meets Santa” https://youtu.be/flyHt0UzWFQ</p> <p>Book: <u>Quiero a mi mama; Quiero a mi papa; Say Hola in Spanish otra vez</u></p> <p>Song: “De Colores”, “Campanas de Belén” “Feliz Navidad”</p>
<p>Connections to Content Areas:</p>	<p>Art: Colors</p> <p>Language Arts: Early Reading Strategies: use of illustrations and word recognition</p> <p>Math: Counting</p> <p>Music and Physical Education: Rhythm and Movement</p> <p>Social Studies: Holidays/traditions in Spanish speaking cultures</p>



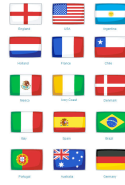
MONTH: January

<p>Objectives:</p> <p>THEME: Calendar</p>	<ul style="list-style-type: none"> • Students will identify days of the week in Spanish and compare and contrast how the calendar is set up (starts on Monday, not Sunday) (1.1) (2.1) (3.1) • 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>Days of the week Count 1-30 Commands: more commands – walk, jump, dance, sing, touch your head, etc. ¿Dónde está? GAME: hot and cold Book: <u>Going on a bear hunt; Oso Polar ¿Qué es ese ruido?; Oso Panda ¿Qué ves ahí?</u> Song: “Sábado”</p>
<p>Connections to Content Areas:</p>	<p>Art: Craft organizing days of the week Math: One – to – One correspondence Music and Physical Education: Rhythm and Movement Social Studies: Calendar</p>



MONTH: February

<p>Objectives:</p> <p>THEME: Seasons and Weather</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 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 Seasons and Months of the year Weather: Rain, Sun, Windy, Snow, Cold, Hot Poem: "Itsy, Bitsy, Spider" Book: <u>Te Amo, Sol – Te Amo, Luna; Pigeon series</u> Song: "Rain, Rain, Go Away"; "Canten"</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Science: Seasons and Weather Social Studies: Calendar</p>



MONTH: March

<p>Objectives:</p> <p>THEME: Maps: US, Mexico, Puerto Rico</p>	<ul style="list-style-type: none"> • Students will identify the animals that live in different climates. (3.1) (3.2) (4.2) • Students will identify the US, Mexico, and Puerto Rico. (1.1) (1.2) (2.2) (3.1) (4.2) • Students will identify the US, Mexican, and Puerto Rican flags. (1.1) (1.2) (2.2) (3.2) (4.2) • Students will listen to/view Spanish version of familiar English stories. (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>Me gusta(n).../No me gusta(n)...</p> <p>Flags: Banderas: Puerto Rico, Mexican, US – colors and flag features: star, Eagle, snake, stripes island, water, weather words; island</p> <p>Book: <u>Elephant and Piggy series</u></p> <p>Song: “Canten”; “Que bonita bandera”; “Vamos a la playa”</p>
<p>Connections to Content Areas:</p>	<p>Language Arts: Dr. Seuss Month</p> <p>Music and Physical Education: Rhythm and Movement</p> <p>Science: Seasons and weather</p> <p>Social Studies: maps and Spanish speaking places in the world</p>



MONTH: April:

Objectives: THEME: Animals (food)	<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 the rain forest as the habitat for the coquí.(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)
Language:	Animals - pig, cow, duck, horse, donkey, duck, dog, cat, bird, frog, bear, chicken, sheep, monkey, parrot, coquí, butterfly Tree, leaf, fly, chrysalis, caterpillar, butterfly Book: <u>Adiós Óscar</u> , <u>Hungry Little Catterpillar</u> Song: Cookie Monster Food Rap “Let’s eat!” “Vamos a la playa”
Connections to Content Areas:	Language Arts: Repeated Patterns, Easy Readers Music and Physical Education: Rhythm and Movement Science: Butterflies, Migration, foods Social Studies: Map of Mexico



MONTH: May:

<p>Objectives:</p> <p>THEME: Special Person's Day: Prepare for show</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>Continuation of last month: food, migration, animals Mother's day: mom, dad, sister, brother Cinco de mayo – celebration - sombreros Book: <u>María tenía una llamita</u> Song: "Hush Little Baby" https://youtu.be/YJGtej_a7Ss</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 Science: Butterflies, Migration</p>



MONTH: June

Objectives: THEME: Review	<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 play math bingo in Spanish with their dad/important person presentation. (1.1) (1.2) (3.1) (4.2) (5.1)
Language:	Math Bingo Book: <u>Three Little Bears</u> Song: Review songs from year
Connections to Content Areas:	Language Arts: Fairytales Math: Number Sense 1-20 Social Studies: Family: Father's Day



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, Pepa Pig videos, myspanishgames.com, spanishtown.ca

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)