

Spanish
Curriculum-Pacing Calendar
Level Pre-Kindergarten
Island Park School District
2015-2016

Island Park School District
Spanish Curriculum Pacing Calendar Pre-Kindergarten
September-October

Topic- Preliminary Lessons	Learning Targets/Skills (Unit Focus)	Letter/ Sound Vocabulary	Writing/Reading Goals Speaking/ Listening Goals	CCLS & Domain Specific Standards	Alternate Text Assessment Projects and/ Learning Activities	Academic Vocabulary (Words to Know & Understand)
1. Classroom commands 2. Introduction 3. Feelings 4. Greeting people 5. Saying good-bye 6. Family	-Applying rules and routines -Expressing feelings -Using appropriate ways to greet and say goodbye -Recognizing, pronouncing and identifying family members	A Araña Águila Avión Abuela Abuelo Adiós Árbol	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. Demonstrate comprehension of simple, oral and written directions, commands and requests through appropriate physical response. Imitate appropriate gestures and intonation during greetings, leave-takings and daily interactions. Initiate and carry on a simple face to face conversation.	-Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. -Demonstrates an understanding of roles, rights, and responsibilities. -Regulates his/her responses to needs, feelings and events. - Understands and follows routines and rules. -Demonstrates a growing expressive vocabulary.	<i>David va al colegio-David Shannon</i> <i>Buenas noches Luna-Margaret Wise Brown</i> <i>Margaret and Margarita-Lynn Reiser</i> <i>Tengo Sentimientos- Bobbie Kalman</i> <i>Esta es mi familia-Bobbie Kalman</i> <i>Esta es mi casa- Bobbie Kalman</i> Songs and activities related to content can be found on Rockalingua.com Buenos días song Estoy contento song Teach a cultural nursery song using movement La araña pequeña ----- Interdisciplinary Connections: Literacy-Reading, Listening, Speaking, Writing Music-Vocabulary review songs, Folk Songs Technology-Interactive Activities Arts- Family Culture Social Studies-Families in the community Assessment: Oral and physical response.	Hola Buenos días Buenas noches Buenas tardes ¿Cómo te llamas? Me llamo...¿Y tú? ¿Cómo estás? Feliz Triste Muy bien Muy mal Señorita El amigo La amiga Adiós Hasta luego La familia Yo El papá La mamá El abuelo La abuela El hermano La hermana bebé

Island Park School District
Spanish Curriculum Pacing Calendar Pre-Kindergarten
November-December

Topic-	Learning Targets (Unit Focus)	Letter/ Sound/ Formation/ Vocabulary	Writing/Reading Goals Speaking/ Listening Goals	CCLS & Domain Specific Standards	Alternate Text Assessment Projects and/ Learning Activities	Academic Vocabulary (Words to Know & Understand)
1. Colors 2. Counting 3. Animals	-Identify animals and their color -Counting 1-10 -Identifying animals and their size	E Elefante Enchufe Ensalada Él Ella	Comprehend simple questions and respond appropriately. Initiate and carry on a simple face to face conversation. Imitate, recite dramatize songs. Identify familiar nouns based on simple oral/written descriptions. Read the numerals 1-10. Sequencing of events in a story. -Identifying colors and asking/responding to questions related to color.	-Engages in large motor activities in increasingly longer periods of time as skill and endurance develops. -Participates in small or large group activities for story telling, singing or finger plays. -Identifies pictures related to words (show me the white dog). -Knows number names and the count sequence.	<i>Oso Pardo, oso pardo ¿qué ves allí?-Eric Carle</i> <i>Mis colores, mi mundo-Maya Christina Gonzalez</i> <i>Ocho monitos-Piggy Toes Press, Steve Haskamp</i> <i>Diez Mariquitas-Melanie Gerth</i> <i>Sé contar- Bobbie Kalman</i> <i>Me como un arco iris-Bobbie Kalman</i> Songs and activities related to content can be found on Rockalingua.com Song: Colorín Colorado Nursery Song: Lo más que no reunimos Interdisciplinary Connections: Literacy-Reading, Listening Music-Vocabulary review songs, Folk Songs Technology Integration-Interactive Activities Math-Counting, ordinal numbers Science-Animals Assessment: Oral and physical response.	<i>Rojo Amarillo</i> <i>Azul Verde</i> <i>Naranja</i> <i>Negro</i> <i>Dorado</i> <i>Blanco</i> <i>Morado</i> <hr/> Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez <hr/> Pájaro Oso Pato Caballo Rana Oveja Pez Gato Perro

Island Park School District
Spanish Curriculum Pacing Calendar Pre-Kindergarten
January-February

Topic-	Learning Targets (Unit Focus)	Letter / Sound / Vocabulary	Writing/Reading Goals Speaking/Listening Goals	CCLS & Domain Specific Standards	Alternate Text Assessment Projects and/ Learning Activities	Academic Vocabulary (Words to Know & Understand)
Spanish Alphabet Body Parts	-Identifying letters of the alphabet and words that begin with each letter. -Identifying the parts of the body	I Iglú Íman Isla Iguana	Comprehend simple questions and respond appropriately. Correctly pronounce the letters of the alphabet. Imitate, recite dramatize songs. Identifying body parts and asking and responding to questions.	-Recognize and name some upper /lowercase letters of the alphabet, especially those in own name. -With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. -Exhibits appropriate body movements when carrying out a task. -Participates in a series of large motor movements or activities	<p><i>De la cabeza a los pies-Eric Carle</i> <i>Ojos de animales-Dona Herweck</i> <i>Brazos, piernas y dedos- Bobbie Kolman</i> <i>Mi cuerpo sano- Bobbie Kolman</i> <i>Crezco y cambio- Bobbie Kolman</i> <i>Nombre de animales bebé- Bobbie Kolman</i></p> <p>Songs and activities related to content can be found on Rockalingua.com ABC Song and Cabeza, hombros, rodillas, pies song</p> <p style="text-align: center;">Nursery Song: Había una vez un barquito chiquitito</p> <p style="text-align: center;">Interdisciplinary connections: Literacy-Reading, Listening, Speaking Music-Vocabulary review songs, Folk Songs Technology Integration-Interactive Activities Science-Parts of the body</p> <p>Assessment: Oral and physical response.</p>	cabeza/head ojos/eyes nariz/nose boca/mouth orejas/ears manos/hands rodillas/knees pies/feet hombros/shoulders The Alphabet: A-Z

Island Park School District
Spanish Curriculum Pacing Calendar Pre-Kindergarten
March-April

Topic-	Learning Targets (Unit Focus)	Letter/ Sound/ Formation/ Vocabulary	Writing/Reading Goals Speaking/ Listening Goals	CCLS & Domain Specific Standards	Alternate Text Assessment Projects and/ Learning Activities	Academic Vocabulary (Words to Know & Understand)
Seasons Weather	-Identify the seasons -Describe the weather	O Oca Oso Oreja Ojo Oruga	Demonstrate comprehension of simple, oral and written directions, commands and requests through appropriate physical response. Imitate, recite dramatize songs. Initiate and carry on a simple face to face conversation. Ask and answer questions related to the seasons, and weather.	-Observes and discusses changes in weather and seasons using common weather related vocabulary -Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings. -Engages in music activities having different moods, tempos, and rhythms.	<p><i>La primavera- Josep Ma Parramón</i> <i>El invierno- Josep Ma Parramón</i> <i>El otoño- Josep Ma Parramón</i> <i>El verano- Josep Ma Parramón</i></p> <p>Songs and activities related to content can be found on Rockalingua.com</p> <p>Las estaciones song La primavera song El tiempo song</p> <p>Nursery Song: “Sol solecito”</p> <p>Interdisciplinary connections: Literacy-Reading, Listening, Speaking Music-Vocabulary review songs, Folk Songs, Technology-Interactive Games Science: Describing the weather in each season.</p> <p>Assessment: Oral and physical response</p>	<p>El tiempo Hace buen tiempo Hace mal tiempo Hace sol Hace viento Hace calor Hace frio ¿Qué estación es? Las estaciones La primavera El verano El otoño El invierno</p>

Island Park School District
Spanish Curriculum Pacing Calendar Pre-Kindergarten
May-June

Topic-	Learning Targets (Unit Focus)	Letter/Sound/Formation/Vocabulary	Writing/Reading Goals Speaking/Listening Goals	CCLS & Domain Specific Standards	Alternate Text Assessment Projects and/ Learning Activities	Academic Vocabulary (Words to Know & Understand)
<p>Days of the week</p> <p>Months of the year</p> <p>Shapes</p> <p>Relative directions</p>	<p>Pronounce, identify, and recite the days of the week and months of the year.</p> <p>-Identify the shapes.</p> <p>-Describe the location of shapes and people</p>	<p>U</p> <p>Uña</p> <p>Uno</p> <p>Uniforme</p> <p>Unicornio</p>	<p>Comprehend simple questions and respond appropriately.</p> <p>Initiate and carry on a simple face to face conversation.</p> <p>Identifying and asking/responding to questions related to the months of the year and the calendar.</p> <p>Imitate, recite dramatize songs.</p>	<p>-Learns simple, repetitive dance steps and routines.</p> <p>Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.</p> <p>Participates in a series of large motor movements or activities</p>	<p>La oruga muy hambrienta- Eric Carle Las formas: Carmen Sofia Alexander</p> <p>Songs and activities related to content can be found on Rockalingua.com</p> <p>-Los meses del año -Los días de la semana -Un paso a la derecha</p> <p>Nursery Song: El cocherito leré</p> <p>Interdisciplinary connections: Literacy-Reading, Listening, Speaking, positional words Music-Vocabulary review songs, Folk Songs, and Dancing Technology-Interactive Games Science: The calendar</p> <p>Assessment: Oral and physical response.</p>	<p><i>Los días de la semana</i> <i>El lunes</i> <i>El martes</i> <i>El miércoles</i> <i>El jueves</i> <i>El viernes</i> <i>El sábado</i> <i>El domingo</i></p> <hr/> <p><i>Los meses del año</i> <i>El calendario</i> <i>Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</i></p> <hr/> <p>Las formas El círculo El cuadrado El triangulo El rectángulo El ovalo La estrella</p> <hr/> <p>A la derecha A la izquierda Adelante Atrás</p>

