



*Learn, Live and Love Through Jesus*

# **SAINT MONICA SCHOOL 2009-2010 FIRST GRADE CURRICULUM GUIDE**

*Curriculum for Grades 1-5*





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## RELIGION

The St. **Monica first grade religion** program consists of five main strands which guide children to a deeper understanding of their Catholic faith.

### Characteristics of a First Grader

- Experiences being special
- Recognizes that he/she belongs to a family
- Appreciates and thanks God for the special gifts of the senses
- Recognizes that friends and family are special
- Helps others and is open to others helping them
- Experiences family rituals and activities
- Experiences forgiveness in daily life
- Recognizes that he/she belongs to the family of God
- Experiences going to Church
- Shows respect for others
- Begins awareness of social justice issues

### Creedal Church

- Names God the Father, Son, and Holy Spirit
- Recognizes that God creates people and the world out of love
- Begins to recognize that God sent us Jesus to show us how to love God
- Learns to identify Church as God's family
- Begins to recognize that the Holy Spirit is with us and helps us to love God
- Recognizes Mary as Jesus' mother and as our mother
- Learns about Saints
- Participates in the November 1<sup>st</sup> All Saints Liturgy
- Completes a report about their Saint
- Learns that we are saved as members of God's family
- Recognizes that God wants us to be happy with him in heaven
- Knows that the Bible is the story of God's people
- Learns about Jesus from the Bible
- Is familiar with the story of Christmas (Luke 2: 8-18)
- Is familiar with the story of Easter (John 20:1-20, Luke 24:13-35)
- Recognizes that God made all kinds of families
- Recognizes and cares for the body as a gift from God



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### **Moral Life**

- Knows that Jesus gave us two great commandments: to love God and to love our self and others
- Names how he/she loves God, self, and others
- Shows care for others and creation
- Recognizes sin as choosing not to love God, self, and others
- Tries to bring peace to one's self and others
- Demonstrates evidence of sharing with others
- Respects God's name as holy
- Recognizes that telling the truth is good and necessary
- Shows respect for others
- Recognizes saints as people who follow Jesus
- Knows the story of creation of the world and us (Genesis 1-3)
- Knows the story of the Good Samaritan (Luke 10:29-37)
- Knows the story of Jesus and Zacchaeus (Luke 19:1-10)
- Knows the story of Jesus blessing the children (Matthew 19:13-15, Mark 8:22-25, Luke 17:11-19)
- Demonstrates care for family members
- Knows that feelings can make one feel good or bad
- Knows that he/she can talk to someone when not feeling safe
- Identifies "private and special" body parts and touches which can make a person feel uncomfortable

### **Liturgy Sacrament**

- Recognizes sacraments as special signs of God's love
- Recognizes that Baptism welcomes us to God's family, the Church
- Recognizes that at Mass Eucharist is the Bread of Life and the Saving Cup
- Recognizes that in Reconciliation we say "I'm sorry" and Christ forgives
- Gathers with God's family at Mass to thank and praise God
- Begins to pray at Mass: Lord Have Mercy, Glory to God, Alleluia
- Begins to participate in Responses: "And also with you"; Holy, Holy, Holy; Amen; Our Father; Lamb of God.
- Recognizes important liturgical seasons such as Advent, Christmas, Lent, Easter, and celebrates some saint's feast days
- Recognizes Christian signs and symbols: water, candles, cross, fish, oil
- Knows the story of the Last Supper (Matthew 26:17-30)
- Knows the story of Christmas (Luke 2:8-18)
- Knows the story of Easter (John 20:1-20, Luke 24)

**Curriculum for Grades 1-5**





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### **Christian Prayer**

- Prays and adores the Blessed Sacrament
- Recognizes that the church building is a house of prayer
- Experiences praying as listening and talking to God
- Memorizes the Sign of the Cross
- Prays the Sign of the Cross
- Prays the Lord's Prayer
- Prays the Hail Mary
- Prays the Glory to the Father
- Expresses love of God and personal needs in spontaneous prayer
- Celebrates rituals and devotions such as the advent wreath, the Christmas nativity scene, blessing with holy water
- Uses different gestures/postures for prayer
- Is introduced to traditional prayers and devotions such as the rosary and the Way of the Cross
- References the Bible as God's special book
- Knows that the Lord's Prayer is part of Scripture (Luke 11:2-4, Matthew 6:9-13)

### **READING**

At St. Monica School, first grade students receive balanced literacy instruction focused on the skills of reading, writing, listening, and speaking.

#### **Pre-reading**

- Activate background knowledge through webbing, poetry, maps, diagrams, and questioning
- Learn high frequency and selection vocabulary and know their meaning
- Predict and infer using illustrations, title, and picture walking
- Develop and strengthen phonemic awareness and phonetic decoding skills
- Identify purpose for reading by previewing pictures
- Identify difference between fact, and fantasy, fiction and nonfiction, poetry, and prose
- Know basic information about a book: author, illustrator, title, table of contents





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### During Reading

- Apply decoding strategies including phonemic awareness, phonics skills, context clues, and illustrations, print conventions, spelling patterns, letter patterns, chunks or word families, cluster
- Understand structure of narrative stories by identifying characters, setting, problem, events, and solution to demonstrate comprehension
- Read orally with age-appropriate fluency and expression
- Make predictions, ask questions, and self-monitor while reading for comprehension
- Review and strengthen phonics skills including identifying initial consonant sounds and rhyming words, and letter recognition
- Phonics skills learned and applied include: medial and final consonant sounds, short and long vowel sounds, initial consonant blends with “s”, “r”, and “l”, initial digraphs sh, ch, th, wh; final digraphs ch, th, sh, ck; final digraphs ng, nk; diphthongs ou-ow, oi-oy, inflectional endings s, ed, ing (verbs); contractions with not, is, will, am, are
- Demonstrate phonemic awareness as an aid to decoding, pronouncing, and understanding unfamiliar words
- Use strategy of going back into text to locate or confirm answers
- Demonstrate fluency through rereading of familiar text

### Post Reading

- Summarize what was read demonstrating comprehension
- Retell a story sequentially and identify causes and reasons for events or actions
- Recall literal details
- Identify feelings of characters in a story
- Identify cause and effect and draw conclusions based on reading
- Identify real versus fantasy, fiction and non-fiction, and poetry and prose
- Ask questions, make connections to own life
- Write or draw about a story
- Use webbing, story mapping, diagrams as additional strategies for comprehension
- Identify main idea and supporting details
- Discuss behaviors found in reading materials from a Catholic moral standpoint



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### Reading Support

Saint Monica School places a high priority on acquisition of reading skills in the primary grades. The ability to read fluently is seen as an essential foundation not only for the students' school years, but also as a skill that will provide enrichment and opportunity throughout their lives beyond education.

*Saxon Phonics* is used to instruct children in phonemic awareness, phonics, vocabulary and comprehension. This is a multi-sensory experience that is incremental in its progression and spiral in its daily review. Students daily see, hear, speak and write the letter/sound correlations. Whole body movements, songs, and chants are included whenever appropriate in the attempt to reach all learning styles.

Comprehension and vocabulary skills are taught using mainly decodable text, following the expectations set by the Archdiocese of Milwaukee for each grade level. Using decodable text increases application of phonics concepts and allows confidence-building for early readers.

When students are ready, weekly fluency checks on familiar, practiced material occur one-on-one with the teacher. Quarterly fluency assessments on unfamiliar text monitor progress throughout the year and across the grades.

The Reading Support teacher works in a self-contained classroom, with groups of children smaller than the normal classroom size. The Reading Support teacher is available to provide resource ideas to classroom teachers and parents. A monthly webpage is devoted to assisting parents help their students develop "Good Reader Behaviors."

### MATH

St. Monica School first grade math exit expectations fall under six strands of mathematics. The six strands are number operations and relationships, measurement, algebraic relationships, geometry, probability and statistics, and problem solving.

#### Number Operations and Relationships

- Identify place value of tens and ones with one and two digit numbers
- Write and order numbers to 100
- Count backward and forward from a given number
- Model and write fact families
- Understand the use of ordinal numbers 1<sup>st</sup> through 10<sup>th</sup>
- Identify numbers that come before, after, or between given numbers
- Count by 5s, 10s, to 100-Develop and use counting strategies
- Demonstrate the concept of  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  using manipulatives
- Use basic fact strategies of addition and subtraction through 12-Use manipulatives and strategies to add and subtract to 18
- Recognize the relationship between addition and subtraction

#### Probability and Statistics

- Read concrete and pictorial graphs by telling which has more and less
- Sort and classify objects
- Interpret events as likely or unlikely
- Explore the uses of probability and statistics





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### Measurement

- Estimate and compare measures of cup and quart
- Estimate using non-standard units
- Measure lengths using non-standard units of measure
- Write dates with day, month, year
- Use digital and analog clocks to read and write the time to the hour and half-hour
- Represent money amounts using penny, nickel, dime, and quarter
- Identify day, week, month, and year
- Read a calendar

### Geometry

- Describe and draw a circle, square, rectangle, and triangle
- Identify solids (sphere, rectangular prism, cone, cylinder, and cube)
- Recognize and identify geometric shapes in the environment
- Identify lines of symmetry
- Recognize congruent figures
- Identify open and closed shapes

### Algebraic Relationships

- Identify and describe patterns
- Create patterns using manipulatives
- Sort, classify, and order objects
- Understand mathematical symbols to represent expressions and equations (+, -, =)
- Solve word problems using manipulatives

### SCIENCE

St. Monica School is currently evaluating a new science program to be implemented in the 2009-2010 school year.

### SOCIAL STUDIES

In social studies at St. Monica School, first grade students will focus on concepts of friendship, helping others and the Earth, understanding that they are part of a group, and learning about various cultures.

### ECONOMICS

*Production/Consumption/Distribution*

- Identify interdependence between businesses and workers
- Name resources and products from the United States and around the world
- Exchange
- Explain the role of banks





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## HISTORY

### *Time*

- Recognize a timeline and its use
- Construct a personal timeline

### *People*

- Recognize traits and traditions of families
- Name some important people in history
- Recognize traits and traditions of families
- Recognize uniqueness of individual classmates and others

### *Events*

- Describe some important events in history
- Introduce an awareness of current events

## POLITICAL SCIENCE

### *Citizenship*

- Explain importance of cooperation
- Explain forms of civic action through voting and local improvements
- Laws
- Learn basic community laws and explain why they are needed

## GEOGRAPHY

### *Location*

- Identify the continents

### *Map Skills*

- Identify Cardinal Directions
- Understand and construct a simple map using a key and a legend
- Know map terms

### *Human Environment Interaction*

- Name environmental changes in a community
- Identify changes people make to a community
- Name ways to protect the environment
- Identify earth's resources and how people use them

### *Place*

- Identify physical features: rivers, lakes, and mountains
- Explore cultures of different continents

## BEHAVIORAL SCIENCE

### *Individual*

- Recognize the uniqueness of individual classmates and others

### *Institution*

- Understand the importance of belonging to groups

### *Society*

- Explore cultures of each continent
- Explore culture and country chosen for that particular school year
- Complete projects working in cooperative groups





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## WRITING AND LANGUAGE

At St. Monica School, the first grade writing and language program focuses on a five step writing process while developing grammar, spelling, and vocabulary skills through a variety of forms.

### Writing

Develop beginning writing through:

- Shared writing of class stories and poems
- Emergent daily writing (draw picture, label picture with word, phrase, or sentence)
- Journal writing (pictures and words, pictures and text)
- Write using the following forms:
- Friendly letter, thank you letter, invitation, story, personal narrative, journal, report, paragraph, step-by-step instructions, poem, description, and booklet
- Write reflecting Catholic teachings and beliefs (no violence or foul language)

Begin writing process of

- Prewriting
- Drafting
- Revising
- Proofreading
- Publishing

### Grammar

- Understand and write a complete sentence
- Distinguish between and write statements and questions with correct punctuation
- Nouns and plurals
- Verbs
- Adjectives
- Subject and predicate of a sentence
- Correct usage of "I" and "me"

### Spelling

- Recognize the meaning of words through oral and written sentences
- Correlate reading and writing words
- Spelling using resources (word wall, word families, attempted spelling, stretch the word, environmental print, spelling book, and dictionary)
- Use phonics to spell independently
- Short vowel phonograms
- Long vowels with silent e, ee, ea, ai, ay, oa, oe, y, oo
- Doubling final consonant
- Inflectional endings: ed, ing

### Language

- Use dictionaries while learning the rules of alphabetizing
- Begin defining antonyms, synonyms, and homonyms and making selections of appropriate words to fit various contexts
- Identify roots, prefixes, and suffixes to interpret and convey the meaning of words
- Distinguish between standard and nonstandard English usage
- Begin to learn the rules of written and spoken English



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## ORAL LANGUAGE

At St. Monica School, first grade students will learn how to participate in discussion respectfully, convey their ideas clearly, respond to questions, and present information to the class.

### Oral Language

- Participate in discussion
- Convey ideas clearly in discussion and conversation
- Ask and respond to questions (who, why, what, where, when, and how)
- Use age appropriate vocabulary in speech
- Use different voice levels, phrasing, and intonation for a variety of situations, such as the classroom, library, hallway, playground, and gym
- Give and respond to familiar stories, poems, and rhymes with patterns
- Speak comfortably in front of class using eye contact when giving oral reports
- Consider the ideas and opinions of others and respond thoughtfully
- Ask questions when ideas are not clear
- Read aloud from previously read materials before a group
- Follow directions to complete a task
- Listen for meaning
- Retell stories and events in proper sequence
- Follow sequence in plot and character development, predict and draw conclusions, and summarize the main points of a story or discussion
- Display respect when speaking and listening

## Research and Inquiry

- Use beginning dictionary
- Begin to identify parts of a book: author, illustrator, title, table of contents
- Present information in complete sentences both orally and in writing
- Answer questions to collect information through emergent and beginning non-fiction materials
- Locate non-fiction materials with assistance
- Write sentences about a topic using information from other sources
- Demonstrate respect for materials in the library





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## TECHNOLOGY

Our first grade technology curriculum focuses on a variety of fun and exciting online sites that encourages listening to directions, reading, navigating and sharing with others the many learning opportunities on a computer. Students will write, create and print documents. We strive to use technology to maximize the student's God-given talents and encourage them to learn, live and love through Jesus.

### Students will be able to:

- Demonstrate correct care and use of computer hardware and software
- Identify the physical components of a computer system
- Use basic navigating skills with the programs (e.g., file to quit, double click, menu bar, choose tasks on a pull down menu, save, print, edit and undo, place cursor in a specified location)
- Use Internet Navigating skills: back button, scroll, menus on Tux Paint and starfall.com and PBS kids
- Understand use of headsets and speakers
- Locate and use letters, numbers and special keys on the keyboard
- Design worksheet with picture and corresponding first letter
- Create "booklet" from 1-100 with name on paper: number keys and enter key
- Copy short prayer, change font and color, print
- Follow step-by-step instructions to create picture, print
- Type sentences using a word processing program

## ART

The Art classes at St. Monica School, in the 1<sup>st</sup> grade level, introduce the students to a variety of materials and techniques. The students also continue to enhance their fine motor skills. Students are in art class to learn and improve their God given talents or to become better artists through practice and giving their best effort.

We are always in the presence of God and His many creations, which I bring to student's attention in all class sessions. Multi Cultural art lessons are an important aspect of learning how we value the art and spiritual gifts from all people.

### Historical/Cultural Integration:

- Is introduced to master works of art depicting common life experiences
- Views and talks about masterworks of art related to life experience
- Becomes acquainted with works by artists
- Becomes familiar with art forms from a variety of world cultures

### Aesthetic/Spiritual Valuing

- Respects own art work and work of others
- Is able to access a quiet place within the school for short periods of imaginative visualization and "listening" to "heart messages"
- Gains proficiency in bringing body to quiet for short periods of reflection, imaginative visualization and pretend play
- Appreciates and respects God's creations
- Demonstrates pride in personal creations



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### **Environmental Integration**

- Recognizes, respects and cares for art tools, work areas and materials
- Applies visual awareness/ aesthetic perception skills to experiences in nature and the larger world
- Makes progress slowly in coordination of eye, hand and art media
- Applies skills to other life activities
- Choose appropriate supplies
- Respects and cares for the world of nature
- Demonstrates pride in personal creations

### **Aesthetic Perception**

- Develops greater awareness of the world around him / her through a wide range of multi-sensory experiences
- Draws what is perceived as most important about a subject – may be highly exaggerated
- Places objects haphazardly – little understanding of space
- Uses color to express emotion rather than reality or logical depiction
- Recognizes and responds to common life experiences seen in works of art, nature, events and objects within the total environment
- Uses masses of color for an expressive purpose
- Continues developmental awareness through wide range of multi-sensory experiences
- Draws what is known, not what is seen
- Experiences emerging awareness of the relation of images and ideas; starts picture making
- Uses shapes as a symbol for larger ideas about the image
- Shows preference for specific art supplies to convey specific feelings or ideas

### **Aesthetic Perception, cont.**

- Uses color more emotionally than logically
- Shows emerging awareness of the relation of images and ideas
- Uses the shape and image as symbol for larger ideas about the image
- Shows emerging awareness of items in a drawing as spatially related
- Begins to use color to reflect the colors of nature
- Uses a base and sky line
- Sometimes uses “X-ray” drawings to show inside as well as outside

### **Creative Communication**

- Is proficient in the “Scribble” stage of development and is able to “name” and tell stories about what is drawn
- Makes art on own time
- Names the basic colors and shapes
- Uses a variety of line, color, texture, and shapes
- Develops skill in cutting and gluing
- May use only a small area of paper depending upon the child’s temperament
- Knows the concept of patterning
- Uses line in drawing and paintings
- Uses lines to show movement
- Recognizes and names the primary and secondary colors
- Uses colors to express feelings
- Recognizes that all objects are made up of the basic shapes (square, circle, rectangle, oval, triangle and diamond)
- Uses warm and cool colors to express feelings in art



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## GUIDANCE

The Guidance curriculum for each grade level includes classroom guidance, individual/small group counseling (as needed basis), consultation and collaboration with parents, teachers and outside professionals in the counseling field. Students in grades K-2 come to Guidance class once every other week. Those students in Kindergarten come for 15 minutes, while those in grades 1-2 come for 30 minutes.

- Develop an understanding of our school's Anti-Bully Program by identifying characteristics of bullies and consequences of inappropriate behavior
- Gain knowledge of effective study skills by following simple two-step directions, demonstrating good listening skills and asking and answering questions about what is read
- Develop increased self-understanding by identifying feelings and comparing and contrasting positive and negative feelings as well as by demonstrating positive attitudes through role playing
- Recognize similarities and differences between self and others and appropriate forms of interacting with others individually and in groups by asking and responding to questions in small group settings as well as developing respect for others and demonstrating the ability to get along with those different from themselves

- Acquire and apply problem-solving/decision-making, and coping and mastery skills. The key concepts include making healthy choices, resolving conflicts and making effective decisions
- Become increasingly self-directive and responsible for his/her behavior by taking turns and sharing, taking care of possessions and respecting the property of others, identifying examples of admirable character traits and identifying examples of rules and consequences of breaking them
- Develop understanding of the need for positive attitudes toward school and learning, the community and society

## MUSIC

All first grade students attend general music class twice a week for forty minutes. They are exposed to a variety of songs that help to increase their sense of pitch, sense of rhythm, and appreciation of music. They begin learning songs to be sung at school mass. They understand how to use the four timbres of the voice and can begin to play independent parts on classroom instruments. First grade students continue to study basic musical notation and music concepts. They perform in the all school Christmas concert for the first time.





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### Music Outcomes

- Sing a variety of songs in various keys, meters, and genres, representing different cultures, from memory, alone and with others
- Sing songs with a purpose of prayer and praise to God to be used at school masses
- Experiment with the four timbres of the voice: singing, talking, whispering, calling
- Echo short rhythmic and melodic patterns
- Play independent instrumental parts on classroom instruments while other students sing or play contrasting parts
- Improvise using pitches sol, mi, and la and quarter note, eighth note, and quarter rest rhythms
- Create sounds to accompany readings or dramatizations
- Read musical notation for quarter note, eighth note and quarter rest rhythms
- Read musical notation for pitches sol, mi, and la
- Identify phrases and sections of music that are the same or different
- Identify the sounds of a variety of instruments
- Respond through movement to music to express what they hear or feel
- Demonstrate teamwork in working toward a successful performance

### PHYSICAL EDUCATION

The program consists of two formal 40 minute periods per week. The basis for 1<sup>st</sup> grade physical education program is to generate an emphasis upon muscular coordination and body control that results in the development of perceptual motor skills. The physical education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional, and social well being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities. Students at all grade levels are expected to:

- Engage in physical activity and know that it is important
- Participate regularly in activities of their choice outside of physical education class on a regular basis
- Demonstrate safety while participating in physical activity
- Experience enjoyment while participating in physical activity
- Regularly participates in physical activity for the purpose of setting goals to help improve skillful performance and physical fitness levels
- Participate in activities showing sportsmanship and fair play
- Demonstrate knowledge of cooperation, sharing, and consideration
- Demonstrate self-discipline and responsibility while actively participating in class
- Wear proper clothing and footwear to class with limited reminders
- Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, ability level)



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### Physical Education Outcomes

- Demonstrates intermediate skills for: skips, gallops, slides runs, leaps, jumps
- Throws and dribbles in a self-space; catches a self-tosses ball; can underhand strike a soft, lightweight ball or balloon in self space; kick a stationary ball toward a target with mature form
- Balances on numerous bases of support, and demonstrates a variety of symmetrical and asymmetrical body shapes
- Understands that transferring weight forward increases distance that an object will travel- knows extending body parts toward intended target will determine direction that object will follow
- Keeps out of others' self space as they travel with or without an object; move in a variety of ways in relation to a partner or object
- Understands feedback and applies it to improve skills
- Associates proper nutrition with feeling good
- Sustains cardiovascular activity for a minimum of 3-5 minutes
- Identifies how to find heart rate or pulse for 6 seconds
- Performs multiple curl-ups
- Performs push-ups without losing form
- Participates in activities which will develop muscular strength and endurance
- Demonstrates two different flexibility stretches
- Identifies elements of his/her own movement skill that are improving
- Integrates newly learned skills into activity

### SPANISH

The elementary Spanish curriculum at St. Monica School is developed as an introduction to the foreign language and encompasses the first through third grades. The half hour per week exposure to Spanish instruction is expected to kindle the student's interest and to develop enthusiasm for learning the language. The use of puppets, games and songs encourages the repetition needed to learn the basic sounds of the new language, especially those that differ from English. Useful phrases are performed in simulated settings, and the children are expected to respond appropriately to simple questions. Cultural aspects of the language, such as holidays and songs, are interwoven into the instruction at the appropriate time of the year.





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**OUTCOMES: The elementary students will be able to...**

- Pray the Sign of the Cross, the Doxology, and the Hail Mary in Spanish
- Identify at least 15 of the 30 various alphabet sounds. For example, “a, be, ce, che, de ,e, efe, i, ele, o, pe, ere, ese, te, u”
- Address people by the appropriate title: “Senora, Senor, Senorita”
- Be conversant with the terms for the people and objects in their classroom, as well as describe them according to color, hair color, size, and a few major descriptive adjectives
- Verbalize greetings, simple introductions and ask how someone feels, as well as to respond to questions about how they feel
- Know the days of the week, months and how to ask about and describe the weather: “It’s sunny, it’s cloudy, the weather is nice or bad, it’s cold or warm or windy, it’s raining or snowing”
- Count from 0 to 39
- Use the vocabulary for close family members, pets, clothing, ten common foods, and places like school, classroom, office, church and home
- Form the plurals of these nouns
- Identify the gender of several common nouns and begin to use them correctly
- Use verbs orally in set phrases and very short sentences
- Respond appropriately to simple classroom commands: “Stand up, let’s pray, sit down, open the door or window, close the door or window, take out your folder and listen”

- Use polite phrases, i.e., “Please, thank you, you are welcome”
- Express simply whether they like or do not like something, this entails the use of “Me gusta...” or “No me gusta...”
- Tell time in a simple way, i.e., on the hour, the half hour and the quarter hour
- Respond with “alli” or “aqui”, (there and here), when asked in Spanish where some object is in the classroom
- Choose a Spanish baptismal name for class in the second and third grades and learn how Hispanics celebrate their saint’s day more elaborately than their birthday
- Sing songs about the sun, numbers, introductions, months leading up to the feast of San Fermin, the sick donkey, and the cold and hungry little chicks
- Celebrate an annual prayer service that has a Hispanic theme. Themes we have already done are: The Posada for Christmas, The Day of the Dead for All Saints Day, Our Lady of Guadalupe, and the story of Cesar Chavez and the migrant farm workers for Thanksgiving

