

SUBE Scope and Sequence: Preschool

*First Draft-Still under development

I. PERSONAL & SOCIAL SKILLS

Self-concept and Self-esteem

1. Shows growing familiarity and comfort with the Spanish language.
2. Enjoys Spanish instruction time and demonstrates enthusiasm for learning Spanish.
3. Demonstrates improved self-esteem around ability to learn Spanish.
4. Demonstrates positive peer interaction and maintains social relationships during Spanish activities. eg. interacts with other children, makes eye contact as culturally appropriate, engages in pretend play with peers and/or adults expressing curiosity, etc.)
5. Understands the routine and structure of the Sube instruction format. eg. Conversation, Flashcards, Games, Project, video.
6. Uses learned words and songs at home and expresses to parents positive emotions about the Spanish language.

RESOURCES: The Sube multisensory approach is playful and nurturing and thereby develops a positive self image and a strong self-esteem

II. LITERACY

A. Phonological Awareness

1. Increasing ability to discriminate and identify sounds in Spanish.
2. Shows growing awareness of beginning and ending sounds of vocabulary words.
3. Progressing in recognizing matching sounds and rhymes in familiar words, games, songs and stories.
4. Associates sounds with written words, such as awareness that different words begin with the same sounds.
5. Demonstrates increasing ability to pronounce Spanish vowels and consonants correctly.

RESOURCES: Alpha Word Game, Culebra Puzzle, Flashcard Games

B. Print Awareness

1. Shows growing interest and involvement in listening to and discussing Sube Early Reader Books and other Spanish books.
2. Shows growing interest in reading-related activities (eg. asking to have a book read in Spanish, choosing to look at Spanish books, engaging in pretend Spanish reading with other children.

RESOURCES: Early Reader Books, Flashcards, Memoria, Péscalo,

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II. LITERACY, cont'd

C. Early Writing

1. Develops understanding that writing is a way of communicating for a variety of purposes.
2. Begins to represent stories through pictures and play while being encouraged to use Spanish words.
3. Progresses from using scribbles, shapes or pictures to using letter-like symbols, to copying or writing their favorite Spanish words. eg. oso, gato

D. Alphabet Knowledge

1. Increases in ability to notice the beginning letters in familiar Spanish words.
2. Identifies at least 10 letters of the Spanish alphabet.
3. Begins to understand that the sounds for the Spanish language are different than for the English language, although sometimes sounds them out incorrectly.
4. Can call out words in Spanish that begin with Spanish letters.

E. Book Knowledge and Appreciation

1. Shows increasing awareness of Spanish print in classroom, home and community.
2. Demonstrates awareness of concepts of print in English and Spanish. (eg. such as that reading moves from top to bottom and left to right, and that print conveys a message.
3. Shows progress in recognizing between spoken and written words by following print as it is read aloud-Silly Sentence game, Flashcard games.
4. Recognizes a word as a unit of print, that letters are grouped to form words, and that words are separated by spaces.

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III. MATHEMATICS

A. Numbers and Operations

1. Demonstrate increasing awareness of numbers and counting in Spanish as a means for solving problems and determining Quantity.
2. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
3. Develops increasing ability to count in sequence to 10 and beyond.
4. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
5. Begins to use the second language to compare numbers of objects with terms such as mas, menos, mucho, poco, lo mismo.

B. Geometry and Spatial Sense

1. Begins to recognize, describe, compare and name common shapes in Spanish.
2. Experiences putting together and taking apart shapes while hearing and using corresponding Spanish language.
3. Shows growth in matching, sorting and regrouping objects according to one or two attributes such as color, shape, or size.-Match box car game, Building game, Clay shapes
4. Builds an increasing understanding of directionality, order and positions of objects and words such as arriba, abajo, adentro, afuera, delante, detras. Sube video, Cual es?, Hide & Seek Game

C. Patterns and Measurements

1. Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials, while experiencing the Spanish language.
2. Shows increasing abilities to match, sort, put in a series, and regroup objects or drawings according to one or two attributes such as shape, color and size.
3. Begins to make comparisons in Spanish between several objects based on a common attribute.
4. Shows progress in using standard and non-standard measures for length and area of objects.

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IV. COMMUNICATION

A. Comprehension: Responds to others' communication with appropriate actions or communicative reply

1. Understands names in Spanish for common actions and expressions.
2. Shows understanding through body language when listening to Sube music, videos or books.
3. Responds to basic classroom commands and activity instructions in Spanish. eg. Ven aquí, Sientate por favor, silencio por favor, dibuja un elefante.
4. Recognizes rhyming words and rhythms.
5. Responds to hints. eg. flashcard game.
6. Demonstrates understanding of familiar Spanish words, phrases, and questions drawn from content areas.
7. Comprehends flashcard vocabulary when held up and called out.
8. Comprehends full sentence description of the flashcard vocabulary with dramatization eg. Sube scaffolding technique
9. Begins to comprehend full sentence description of flashcard vocabulary without dramatization.
10. Can point to the colors when prompted. eg. ¿Dónde está el carro rojo?

B. Speaking: Uses gestures, sounds, words, sentences to convey wants and needs, or to express meaning to others

1. Growing familiarity with back and forth conversation in Spanish.
2. Begins to produce learned words and phrases in Spanish games and activities.
3. Uses gestures to communicate needs.
4. Responds to questions with one-to-two-word answers and gestures.
5. Asks questions about the second language that extends own understanding. eg. How do you say that in Spanish?
6. Experiments with conveying wants and needs using basic words and phrases in Spanish. eg. Tengo hambre, gracias
7. Demonstrates increasing competence with the structure of the second language, although language containing many grammatical errors. eg. silly sentence game, conversational phrases.
8. Can say the flashcard vocabulary word (with text) when prompted. Que es?
9. Can say the flashcard vocabulary word (without text) when prompted. eg. Ay Caramba Bingo game
10. Can name the color of an object when prompted. De que color es esto?
11. Can describe flashcard vocabulary words in one-to-two word phrases. eg. Es blanco. Tiene plumas.

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IV. COMMUNICATION, cont'd

D. Interaction: Initiate, respond to, and maintain reciprocal social interactions with peers and adults in a variety of settings

1. Begins to respond to questions and instructions in one-word and two-word phrases. eg. gracias, por favor, si quiero, es grande, tengo hambre.
2. Experiments with these phrases in peer-to-peer activities and with adults.

E. Social Awareness: Demonstrate understanding of conversational rules and increasing awareness of social aspects of discourse.

1. Growing familiarity with formal and informal greetings in Spanish. eg. Cómo estas Maria? Muy bien. Cómo está usted maestra?
2. Comprehends and uses basic pronouns and prepositions. eg. Ay Caramba Bingo, Yo, tu, el, ella lo tiene.
3. Volunteers to communicate in Spanish.
4. Attends to and acknowledges when being spoken to in Spanish.
5. Takes turns and uses appropriate vocabulary. eg. Memoria, es tu turno, es mi turno.
6. Growing familiarity with Spanish expressions to request and clarify. eg. Cómo se dice?, Por favor pásame el cráyon. Gracias. Maestra, puedo ir al baño?

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V. CREATIVE ARTS	
B. Art	
<ol style="list-style-type: none">1. Gains ability in using different art materials and media for creative expression and to explore the Spanish vocabulary.2. Increasingly uses Spanish vocabulary around the process of creating art works.3. Progresses in ability to label pictures in Spanish,.4. Begins to use one-word and two word phrases to describe his pictures and those of his peers.5. Begins to understand and share opinions about artistic products using comparing and contrasting vocabulary. eg. Es mas grande. Es mio, Es tuyo.	
B. Music	
<ol style="list-style-type: none">1. Can increasingly call out the vocabulary words from the video in correct time.2. Increasing familiarity with the lyrics to the songs.3. Responds with enthusiasm to the music and video4. Shows growing familiarity with the concept that the Sube music is diverse and comes from different countries.5. Makes a connection between the words in the video and the words found in other Sube media; flashcards, storybooks, games.	
C. Movement	
<ol style="list-style-type: none">1. Expresses through movement and dancing what is heard in the various musical tempos and styles of Sube music video and songs.2. Shows growth in moving in time to different patterns of beat and rhythm in music.	

