



St Joseph Catholic Elementary

School/Parent Guide to the Third Grade Curriculum

August, 2010

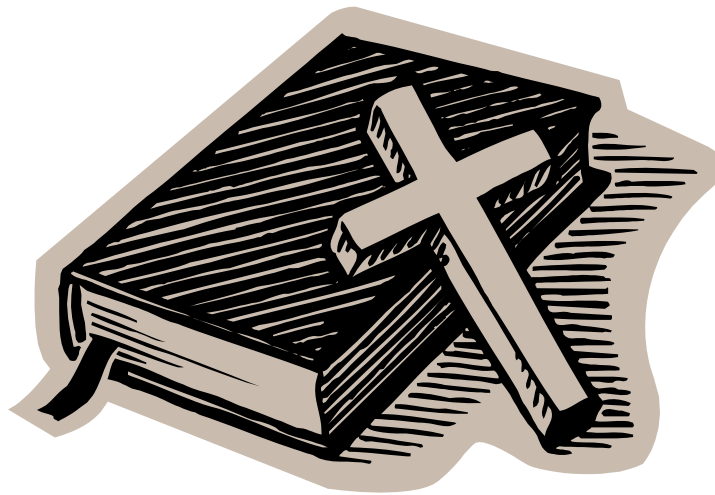
Philosophy of Catholic Education
St. Joseph Elementary School

"I am the way, and the truth, and the Life; no one comes to the Father but through me." John, 14:6). We believe Jesus is the reason for our existence and the Gospel message is central to the integration of religious truths and values with life.

The primary responsibility for education resides with the parents. The choice of Catholic education is further implemented by the faculty, staff and parish community. In striving to become a responsible Christian adult, each student is challenged to achieve his/her potential in all area.

The children are called to grow in their faith and to develop a wholesome regard for self as well as a Christian respect for others through service, message, community and worship. By discussion and comment, the religious and secular perspectives, each complementing the other, offer a deeper and fuller picture of reality.

Our Philosophy of Education clearly states that the Gospel message is central in our school. To this end, all of us, faculty, staff, administration, priests, parents and students model for each other the example of Christian life. Our Philosophy is our guide for all decisions made at St. Joseph.



SCHOOL WIDE GOALS

The specific goals of St. Joseph's Catholic Elementary School follow the curriculum recommended by the State of Missouri and the Archdiocese of St. Louis for elementary schools, with some additional emphasis upon individual needs at all grade levels. The ultimate goal of our school for its students is the Catholic-Christian formation of the child. The more immediate goal is to provide for each student's unique intellectual, spiritual, moral, emotional, aesthetical, physical and social needs.

The primary focus of St. Joseph's Catholic Elementary School is to teach and model our Catholic faith to the children of St. Joseph's Parish.

"We strive to provide a background of the basics in an atmosphere where the fourfold purpose of Christian education is realized; to develop the Catholic message at the student's age level; to live in a community the way Jesus wants each of His children to live; and to be of service to each person in a manner that is honest and peaceful"*

(*"To Teach As Jesus Did" - Bishops' message on Pastoral Education)

1. Provide students with the knowledge, understanding, and practice of the Catholic Faith which will lead them toward a mature faith commitment, which includes living by Gospel values and actively sharing faith.
2. Help students demonstrate a commitment to justice through responsible and accountable decisions founded on Christian principles.
3. Create a welcoming atmosphere where students will listen to and show respect for the diversity of others' thoughts, opinions, and cultures.
4. Develop an environment where students will be able to connect knowledge to real life situations by making responsible decisions that allow them to cope with life's challenges.
5. Foster an environment that encourages the students to show intellectual development by demonstrating their ability in the use of curiosity, analytical thinking, effective communication skills, and the responsibility for one's own learning.
6. Provide students with the opportunities to experience spiritual, creative, intellectual, and emotional growth.



ART SCHOOL WIDE GOALS

- Students will recognize, through aesthetic awareness, that art is part of everything in their environment.
- Students will understand that there are various purposes for creating art.
- Students will develop awareness that there are different responses to specific artworks.
- Students will examine their own artwork and that of other people, times, and places in order to learn that the visual arts have specific historical and cultural relationships.
- Students will relate works of art to the historical and cultural contexts in which they were created.
- Students will study about artists and their contributions and ways of communicating cultural values and beliefs.
- Students will select and use subject matter, symbols, and ideas to communicate meaning through the use of higher order thinking skills and creative problem solving processes.
- Students will learn to examine objects and events in their lives in an historical progression.
- Students will learn to use all materials and tools in a safe manner.
- Students will realize the relationship of visual art to all other disciplines.
- Students will understand that the arts provide lifelong learning that may both a vocational and professional.

LANGUAGE ARTS SCHOOL WIDE GOALS

- Students will demonstrate knowledge of the five-step writing process (prewriting, first draft, revise, edit, final).
- Students will use developmentally appropriate vocabulary in speaking and writing.
- Students will communicate clearly in speaking and writing.
- Students will demonstrate the ability to use Standard English in speaking and writing.
- Students will use correct spelling in written work.
- Students will demonstrate the ability to use critical thinking and listening skills in oral and written language.
- Students will use various strategies to help them read and comprehend information.
- Students will recognize and show an appreciation for genres of literature.
- Students will demonstrate proficiency in silent and oral reading for pleasure and information.
- Students will demonstrate the ability to use technology, reference material, and a variety of resources as needed.

MATH SCHOOL WIDE GOALS

- Students will apply knowledge of numbers and operations to successfully solve problems.
- Students will use models to transfer math concepts to concrete math problem solving situations.
- Students will identify two and three-dimensional objects.
- Students will use symbols to represent unknowns in mathematical equations.
- Students will demonstrate and apply knowledge of standard and metric measurements.
- Students will show evidence of understanding in probability concepts.
- Students will collect, organize, and interpret data in various types of graphs.
- Students will demonstrate the ability to solve problems using various methods and adapt the strategies to new situations.
- Students will accept and show appreciation for differences in strategies in problem solving.
- Students will recognize mathematical progression of skills.

MUSIC SCHOOL WIDE GOALS

- Students will use their voices to sing God's praises.
- Students will value and respect their own musical efforts and those of others. They will appreciate various types of music and will conduct themselves well as performers and as audience members.
- Students will read music notation and will exercise musical creativity by composing short pieces, writing lyrics, and improvising melodies and accompaniments.
- Students will develop skills in playing pitched and unpitched rhythm instruments, recorders, and tone chimes.
- Students will identify by sight and sound the various families of instruments (string, woodwind, brass and percussion).
- Students will listen to music with focused attention, and will identify dynamic levels, tempos, high and low pitches, and a melody line; they will use appropriate music vocabulary to describe music.
- Students will research the lives, times, and contributions of various composers and the history of opera and related subjects.
- Students will understand music relative to its historical and cultural significance, and will understand the relationships between music and the other arts.

PHYSICAL EDUCATION SCHOOL WIDE GOALS

- Students will develop an awareness of the body and its function through movement and exercise.
- Students will develop an awareness and understanding of the importance of life-long physical fitness.
- Students will be provided with opportunities to learn life-long recreational skills.
- Students will understand the rules of the games and sports played.
- Students will develop sportsmanship and respect toward one another.
- Students will participate in organized and unorganized play in a cooperative spirit.
- Students will recognize that physical exercise is an important aspect of a healthy mental attitude.
- Students will acquire and develop desirable traits of health concepts and a wholesome, well-integrated personality.

RELIGION SCHOOL WIDE GOALS

- Students will demonstrate by word and action a commitment to living the Gospel values.
- Students will apply knowledge of Catholic dogma, Scripture, Church history, and traditions to their daily experiences.
- Students will lead a sacramental life.
- Students will experience planning and participating in liturgies.
- Students will develop an ongoing personal relationship with God.
- Students will join in the mission spirit of the Church.
- Students will recognize their responsibility to help build a world of peace and justice.
- Students will show respect for God's creation.
- Students will show a readiness to share their faith.

SCIENCE SCHOOL WIDE GOALS

- Students will apply knowledge of the five-step scientific method and apply it to specific scientific investigations.
- Students will be able to explore and integrate physical, earth and life sciences and connect them with related social and technological themes.
- Students will be able to investigate how living things interact with their environment and with each other.

SOCIAL STUDIES SCHOOL WIDE GOALS

- Students will identify and describe the economic, cultural, political and ecological connections within the global community.
- Students will recognize and exercise their responsibilities of citizenship in a democracy.
- Students will research our nation's past and relate it to the ever-changing world.
- Students will demonstrate an understanding of the five fundamental themes of geography:
 1. location
 2. description of place
 3. people and their environment
 4. movement
 5. region
- Students will recognize the connection which exists between social studies, history, geography AND literature, art, music and theology.
- Students will identify and utilize community resources.
- Students will demonstrate a working knowledge of world, national, state and local history and geography.
- Students will show interest in daily events occurring locally, nationally and globally.

SPANISH SCHOOL WIDE GOALS

(from the National Standards for Foreign Language Learning)

- Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students will understand and interpret written and spoken language on a variety of topics.
- Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Students will reinforce and further their knowledge of other disciplines through the foreign language.
- Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
- Students will demonstrate understanding of the nature of language through comparison of the language studied and their own.
- Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Students will use the language both within and beyond the school setting.
- Students will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

LEARNING CONSULTANT

The Learning Consultant is responsible for monitoring students with learning disabilities, language disorders, Attention Deficit Disorder, and other medical conditions in accordance with the Archdiocese and Special School District.

It is essential for the Learning Consultant to be responsible for:

- Reviewing diagnostic and evaluation reports
- Developing student profiles from service plans and modifying them as necessary
- Meeting with teachers, parents/guardians, and students to review and explain profiles and service plans, and to recommend specific instructional and learning strategies
- Monitoring teacher's implementation of strategies
- Providing information to teachers, parents/guardians, administrators and students in related areas
- Serving as an advocate for students and parents/guardians
- Educating students and parents/guardians to advocate for themselves
- Maintaining regular communication with tutors and other specialists who work with students outside the classroom setting
- Attending review meetings held by agencies (Archdiocesan Special Education Department, Special School District, etc.)
- Networking services within the community
- Reviewing diagnostic evaluation of incoming students
- Reviewing high school curriculum for all transferring students with special needs
- Screening referred students for the presence of a learning disability and notifying the parents/guardians
- Coordinating the completion of parents/guardians initiated referral packets and forwarding the packets to the appropriate agencies
- Organizing standardized testing (ITBS/CogAt) for students with special needs and arranging for accommodation in the administration of these tests

The Learning Consultant meets with classroom teachers to discuss and analyze the learning profiles of their students with special needs. At this time, they explore learning strategies, modifications, and accommodations that hold promise for facilitating the student's success.

Some methods for facilitating this communication include:

- Meeting periodically before and after school
- Meeting during preparation and planning time
- Teachers providing the Learning Consultant with test copies and study guides
- Teachers providing the Learning Consultant with work samples, progress reports, and weekly reports
- Assessing instructional strategies periodically
- Evaluating students who are experiencing difficulty prior to scheduling a parent/guardian conference or initiating contact
- Referring students who are experiencing difficulties related to or affecting learning but who have not been previously identified

The Learning Consultant should be present at the initial parent/guardian meeting of the school year and should be available to answer questions. The Consultant should meet with parents/guardians of students with identified special needs to clarify how services will be provided. Parents/guardians should also be informed of relevant community resources.

LIBRARIAN

These aspects of support are given to the school community by the Librarian.

Student Centered:

The Librarian will:

- Promote reading throughout the school, especially for pleasure and information gathering, with an emphasis on that which strengthens religious teachings.
- Hold Story Time to enhance reading selections, both fiction and non-fiction, used within the classrooms, give a model of oral reading, provide a practical application of reading skills by students through listening, identification of reading topics, and clarification of unfamiliar vocabulary.
- Recommend appropriate reading materials to individual students to entertain, inspire, and challenge.
- Provide students with the opportunity to apply research skills using both print materials and electronic technology, particularly CD encyclopedia and internet computer search skills as time and needs permits.

Collaboration with the School Community:

The Librarian will:

- Organize the efficient administration of the library so that books and materials are readily available to students, teachers, and parents.
- Select and purchase books containing high literary content and accurate non-fiction information pertaining to topics covered in the content curriculum for all levels and for study, inspiration, and recreational reading.
- Investigate and provide resources and assistance to teachers such as:
 - Lists of related books for content material taught
 - Lists of related books for themes taught
 - Locate materials needed either in print or electronic versions.
- Maintain an up-to-date collection while spending within the limits of the total library budget.
- Keep students and faculty aware of quality literature such as award winners, classics, “notable” or “best” books, works of distinguished authors and illustrators.



ART

Third Grade

Goals:

1. Students will produce 2-D and 3-D artworks using three of the elements of art to creatively express themselves.
2. Students will learn the principles of design.
3. Students will learn how themes and symbols from other cultures have influenced the artists in our culture.
4. Students will use art terminology to analyze works of art.
5. Students will understand why we place value on art they have created.
6. Students will understand shapes have form.

Content Topics: Knowledge/Skills/Values

1. Use art materials correctly.
2. Develop a positive feeling about art they have created.
3. Learn simple printmaking.
4. Identify warm and cool colors.
5. Learn intermediate colors.
6. Plan the composition of a picture using foreground, background and horizon line.
7. Create art using a variety of materials.
8. Study Native American art, symbols and themes.
9. Produce art using balance, contrast, pattern and rhythm.
10. Identify positive and negative spaces.
11. Create a pinch pot using clay and glazes.



COMPUTER Grade Three

GOALS:

1. Identify major parts of a computer.
2. Learn that wires go from mouse, keyboard, monitor, printer to hard drive and then to power source; mouse pad necessary to use mouse correctly.
3. Become knowledgeable about computer care.
4. Learn computer skills to reinforce third grade curriculum.

CONTENT TOPICS:

- Keyboard skills (learn Home keys)
- Computer terminology
- Care and use of CD's and floppy disks
- 3rd grade curriculum
- Drawings
- Stories, poems and illustrations

RESOURCES:

Computer lab
Classroom computers
Windows 2000
Classroom curriculum and software
SmartBoard
Various Software

HOME ACTIVITIES:

Ask your children to tell you (maybe teach you) what they learned in computer class.

Encourage your children to follow computer care guidelines: keep computer area in order; keep magnetic sources, food, and drink (etc.) away from computer.

Explain the difference between educational software and games that are made for computers.

Encourage your children to use a draw or paint program and save their work on their own floppy disks or CD.

Teach your children the importance of saving work on a floppy disk or CD in case the computer crashes.

Make it possible for your children to practice keyboard skills at home if they want to.

See if your children would be interested in taking a computer class during the summer.

Make sure that your computer meets "system requirements" before you purchase new software.

Ask your friends what software and web sites that they have found helpful to their children.



LANGUAGE ARTS

Third Grade

GOALS:

1. Students will demonstrate knowledge of the five-step writing process.
2. Students will use developmentally appropriate vocabulary in speaking and writing.
3. Students will communicate clearly in speaking and writing.
4. Students will demonstrate the ability to use Standard English in speaking and writing.
5. Students will use correct spelling in written work.
6. Students will demonstrate the ability to use critical thinking and listening skills in oral and written language.
7. Students will use various strategies to help them read and comprehend information.
8. Students will recognize and show an appreciation for various genres of literature.
9. Students will demonstrate proficiency in silent and oral reading.
10. Students will demonstrate the ability to use reference materials.

CONTENT TOPICS:

Exposure to literature by various authors, illustrators, & genres.

Reading

- Book reports
- Phonics
- Prefixes/Suffixes
- Alphabetical order
- Story analysis
- Parts of a Book
- Venn diagram
- Comparison

Writing

- Cursive
- Six types of composition: descriptive, narrative, persuasive, imaginative, prediction, & research

English

- Sentence formation
- Parts of speech
- Research skills
- Punctuation

RESOURCES:

Textbooks

Dictionaries

World Book encyclopedias

Check the Deck Texts for Creative Writing

Time for Kids

Cassette tapes for Reading Series

Literature sets

HOME ACTIVITIES:

Write letters to friends and relatives using complete sentences, correct spelling, and correct use of grammar rules.

Read nightly with a variety of genres and identify setting, characters, problems & solution (fiction) or identifying important facts (nonfiction).

Have your child summarize on paper a special family outing or trip with attention to using main idea and detail sentences in correct sequence.

Correct your child when spoken language isn't correct and ask them to repeat it correctly.

Read a short newspaper article to your child and ask them to identify cause and effect relationships, comparisons or points of view presented in the article.

Have your child read orally to a younger sibling or neighbor with special attention to voice inflection used when a character is talking.

Listen to stories on cassette, which sharpens listening skills and the ability to visualize the setting and events throughout the story.

Attend live theatre presentations that present age appropriate stories.



MATH

Third Grade

GOALS:

1. Students will compare and contrast information through the use of charts, bar graphs, and pictographs.
2. Students will compute three digit addition, subtraction, and multiplication problems with regrouping from tens and hundreds.
3. Students will measure using knowledge of inches, feet, yards, cups, ounces, pints, and gallons.
4. Students will identify basic plane and space figures, angles, symmetry, and congruence.
5. Students will read time and analog and digital clocks.
6. Students will solve word problems using strategies of making an organized list, guess and check, logical reasoning, working backward, estimating the answer, and use of multiple steps.

CONTENT TOPICS:

- Place value
- Number relationships
- Three digit addition, subtraction, multiplication
- Graphing
- Problem Solving
- Measurements
- Time recognition
- Basic geometry

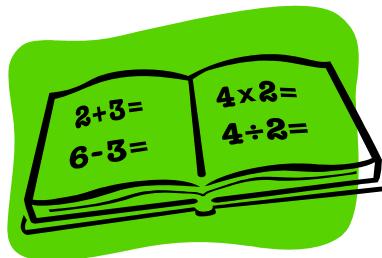
RESOURCES:

Textbooks

Teacher kit with manipulatives

HOME ACTIVITIES:

1. Have your child write word problems from daily experience.
2. Play games such as Connect Four or Checkers to encourage strategy thinking.
3. Review basic facts using flash cards.



MUSIC

Third Grade

GOALS:

1. Students will value and respect their own musical efforts and those of others. They will appreciate various types of music and will conduct themselves well as performers and as audience members.
2. Students will read music notation and will exercise musical creativity by composing short pieces, writing lyrics, and improvising melodies and accompaniments.
3. Students will develop skills in playing pitched and unpitched rhythm instruments, recorders, and tone chimes.
4. Students will identify by sight and sound the various families of instruments (string, woodwind, brass and percussion).
5. Students will listen to music with focused attention, and will identify dynamic levels, tempos, high and low pitches, and a melody line; they will use appropriate music vocabulary to describe music.
6. Students will research the lives, times, and contributions of various composers and the history of opera and related subjects.
7. Students will understand music relative to its historical and cultural significance, and will understand the relationships between music and the other arts.
8. Increase confidence level and repertoire of liturgical music; add instruments; sing in tune.
9. Use correct posture when singing.
10. Sing simple rounds and partner songs to create harmony.
11. Learn folk songs of different countries.
12. Aurally differentiate between same and different phrases.
13. Describe differences between introductions and codas.
14. Compare major and minor tonalities.

CONTENT TOPICS:

- Develop musical sense and sensitivity.
- Become cognizant of singing on pitch.
- Develop awareness of melodic direction in listening and performing.
- Gain ability to recognize phrases.
- Experience similar melodic and rhythmic patterns.
- Internalize steady beat.
- Become familiar with sight and sound characteristics of different instruments.
- Become familiar with process of reading and analyzing music.
- Appreciate religious, historical and cultural aspects of music.

RESOURCES:

Yamaha Baby Grand and Yamaha Studio Upright Pianos
Electronic keyboard
Tone chimes, resonator bells, glockenspiels, xylophones
Violin
Media Room/Smart Board
Pitched and unpitched percussion instruments
Large brass instruments
Hymnals

Music textbooks
Sacred and secular songbooks
Octavos/anthems
Rhythm practice books
Metronome
Music K-8 magazine
Encyclopedias, Reference books
Music-related storybooks
Computer
Overhead projector and screen
Television, VCR, CD/cassette/record players
Compact discs, cassettes, LP records, videos
Globe, Easel
Music-related games

HOME ACTIVITIES:

When using the hymnal at church, assist your child in following along.
Make rhythm instruments from recycled materials.
Express high, but realistic, expectations.
Set an example by singing at church.
Ask your child what he/she did in Music class this week.
Talk about music used at church, weddings, sporting events.
Participate in recitals for relatives, friends, and neighbors.
Attend recitals of relatives, friends, and neighbors.
Listen to a variety of music at home and in the car.
Attend recitals of relatives, friends, and neighbors.
Listen to a variety of music at home and in the car.
Listen to classical music radio programs produced especially for children.
Check out compact discs and videos (even those you may not prefer) from the public library.
Listen to a particular piece of music and talk about the reasons you and your child may like or dislike it.
Attend music performances at grade schools, high schools, colleges/universities, and municipalities.
Attend performances by community bands, choruses, and orchestras, the St. Louis Philharmonic Orchestra, the Saint Louis Symphony Youth Orchestra, the Saint Louis Symphony Orchestra, the Fox, the Muniy. Many performances are free or are very inexpensive.
Talk about music used at church, weddings, sporting events.
Participate in recitals for relatives, friends, and neighbors.



PHYSICAL EDUCATION
Third Grade

GOALS:

1. Students will skillfully and safely use a variety of equipment.
2. Students will exhibit the desire to explore space through controlled movement.
3. Students will participate in sport lead up activities and skill development games for learning, exercising, and enjoyment.
4. Students will develop and understanding of fitness and healthy living.
5. Students will begin to form strategies and be able to trouble shoot problems during skill development.
6. Students will demonstrate respect, positive sportsmanship, and always give their best effort.

CONTENT TOPICS:

- Practice Christ-like behavior in class and during athletic competition
- Demonstrate movement concepts and principles for the learning and development of motor skills
- Develop a progression from simple to complex while learning skills
- Develop and practice aspects of fitness

RESOURCES:

| | | | | |
|------------|----------------|-------|----------|-----------|
| Balls | Carpet squares | Hoops | Beanbags | Parachute |
| Jump ropes | Tumbling mats | Net | Bats | Scooters |
| Frisbees | Cones | Goals | Scoops | Paddles |
| Music | | | | |



RELIGION Third Grade

GOALS:

1. Students will demonstrate the ability to participate in liturgical celebrations.
2. Students will actively participate in social justice activities.
3. Students will recognize the basic concepts of human sexuality and that they are unique, good, loved, and loving, responsible, committed, and procreative.
4. Students will be able to recite the basic prayers of the Catholic faith.

CONTENT TOPICS:

- Ten Commandments
- Seven sacraments
- Sunday reading and Gospels
- Rosary
- Beatitudes
- Mass participation
- Stations of the Cross
- Liturgical seasons
- Works of Mercy
- Family life

RESOURCES:

Living Waters
Children's Lectionary
Venture Magazine
Children's Worship Bulletin
Good News Bible
Safe Touch Program

HOME ACTIVITIES:

Attend liturgy
Prayer at home
Active in parish outreach
Involved in community
Discuss work from school given as homework



SCIENCE

Third Grade

GOALS:

1. Students will identify, investigate, measure, and design forces of physical sciences.
2. Students will identify, distinguish, and show appreciation of conservation needs in habitats.
3. Students will identify, distinguish, and classify basic life systems and of functions of living organisms.

CONTENT TOPICS:

- Animal/Plant Habitats
- Human Health
- Physical Science: forces, machines
- Weather/Phases of the Moon

RESOURCES:

Textbooks and materials

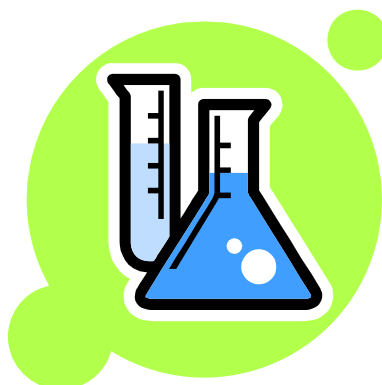
HOME ACTIVITIES:

Visit the Saint Louis Science Center, the Saint Louis Zoo, and other community venues.

Use available media to enhance the science program.

Allow students to perform science experiments at home, using the scientific method.

Recycle/Compost.



SOCIAL STUDIES

Grade Three

GOALS:

1. Students will be able to define a community.
2. Students will be able to show appreciation for various communities.
3. Students will be able to analyze the importance of geography in community growth.
4. Students will be able to identify the importance of history in community growth.
5. Students will be able to show respect for democratic and civil ideals and practices.

CONTENT TOPICS:

- Rural/Urban
- Cultures
- Map Skills
- Landforms
- Colonization
- Three Branches of Government
- Current Events

RESOURCES:

Textbook – Social Studies: *Our Communities*

Corresponding Audio Tapes

Scholastic News

Worldbooks - Success with Maps

Wall Display maps: US and World

HOME ACTIVITIES:

Use various media to explore and investigate topics, on the internet, at the library, in the newspaper, etc...

Visit points of interest in the community together such as museums, Science Center, Art Museum, etc...

Read together and discuss topics of interest.

Watch television, cable shows, and videos together and discuss.



SPANISH
Grade Three

GOALS:

1. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students will understand and interpret written and spoken language on a variety of topics.
3. Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
4. Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
5. Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
6. Students will reinforce and further their knowledge of other disciplines through the foreign language.
7. Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
8. Students will demonstrate understanding of the nature of language through comparison of the language studied and their own.
9. Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
10. Students will use the language both within and beyond the school setting.
11. Students will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

CONTENT TOPICS:

- Common Phrases
- Rooms of the house and around the house
- Colors
- Numbers 0-100
- Shapes
- Family
- Parts of the body
- School
- Calendar – days, months, seasons
- Food and meals
- Traditional prayers
- Songs and games
- Holidays and celebrations

RESOURCES:

Spanish: Elementary Level 1 (Learn and Language)
Storybooks
Maps, globe
Spanish/English dictionary

Games
Flashcards
Transparencies and overhead projector
Travel brochures
Posters, photographs
Television, VCR
Videos
CD/cassette player
Compact discs, audiotapes
Computer lab
Pinatas, sombreros, other Mexican souvenirs

HOME ACTIVITIES:

Ask your child to teach you prayers in Spanish to say together.
Attend the St. Joseph Spanish Parish.
Make flashcards together of vocabulary your child has learned in class and practice with him/her.
Go to Mexican restaurants for a meal; prepare one at home.
Visit the Hispanic festival held in August at Jefferson Barracks Park.
Visit U.S. cities/states/countries where Spanish is spoken.
Read articles about culture and current events in Spanish speaking countries in magazines and newspapers.
Watch a Spanish cable channel or listen to a Spanish radio station.
Play scrabble using Spanish words.
Play “I Spy” (Veo algo) game with Spanish words for colors, objects, etc.
Check the “get out” section of the [St. Louis Post Dispatch](#) for multicultural Events and fairs to enjoy during the year.
Explore foreign language and cultural websites on the Internet.
Use Public Library resources, rent, or buy some CD roms (e.g. “Language Starter”, “My First 1000 words in Spanish”) for extra practice.
Write to a pen pal in a Spanish-speaking country.

