

**University of Puerto Rico
Rio Piedras Campus
College of Education
Elementary school**

Dr. Teresita Santiago

**Course Syllabus
English Class - First Grade
Year: 2016 – 2017
Credits: 4hours/week**

Course Description

The goal of the first grade English course is to provide the students a foundation for effective communication with the target language. This course is geared towards the development of basic English vocabulary related to everyday life situations and student's immediate reality. Oral communication skills as well as beginning reading and simple writing skills will be developed through story-telling, reading aloud, picture games, props, finger play, and singing.

General Course objective

The first grade course will provide a variety of activities to enable students to achieve the English standards which include the following:

- Mastery of the four basic skills; listening, speaking, reading, and writing
- Acquire and use vocabulary that enables the students to communicate orally in everyday life situations.
- Develop pleasure towards reading by listening to stories read by the teacher
- Follow oral instructions
- Answer questions using short phrases and complete simple sentences
- Discriminate beginning sounds and letters in words
- Develop pleasure for music and English songs
- Write short sentences
- Develop reading readiness skills

Curriculum Content (Theme Units) First Semester

I- Vocabulary Units

A. Classroom

1. Identify **days of the week** orally and in the written form
2. Identify **months of the year** orally and in the written form
3. Identify **weather vocabulary** orally and in the written form
4. Identify **classroom objects** orally and in the written form
5. Identify **alphabet letters** and distinguish their different sounds
6. Identify **shapes** in pictures and in different objects

B. Numbers

1. Identify numbers orally from 1 to 31
2. Write numbers from 1 to 20
3. Identify number words from 1 to 10

C. Colors

1. Identify pictures depicting the colors
2. Identify the color words
3. Color pictures following instructions given

D. Family Members

1. Identify the relationship among immediate family members from a family tree
2. Identify the relationship among relatives from a family tree
3. Identify family member words in flash cards
4. Identify and distinguish among different family groups depicted in pictures and in stories

E. Holidays

1. Halloween vocabulary
 - a. costumes
 - b. safety rules
2. Thanksgiving vocabulary
 - a. origins
 - b. vocabulary related to Thanksgiving celebration

3. Christmas
 - a. vocabulary related to Christmas
 - b. different Christmas celebrations around the world
 - c. Santa Claus vs. Three Wise Man

Curriculum Content (Theme Units) Second Semester

I. Vocabulary Units

A. Body Parts

1. Identify body parts in pictures
2. Identify own body parts
3. Identify body parts words
4. Identify the five senses and the body parts related to them

B. Clothing

1. Identify clothing garments in pictures
2. Identify clothing vocabulary words
3. Identify different clothing for different seasons
4. Identify different seasons
5. Relate clothing garments worn in different body parts

C. Farm Animals

1. Identify domestic animals from the farm
2. Identify farm animals and their babies in pictures
3. Identify farm animals vocabulary words
4. Identify food products that come from different animals

D. Wild Animals

1. Identify wild animals in pictures
2. Identify wild animals vocabulary words
3. Identify the different habitats in which wild animals live (ocean, dessert, jungle, artic)
4. Identify different species of wild animals (mammals. Insects, reptiles, and birds)

II. Reading Readiness

C. Letters of the Alphabet

1. Identify beginning sounds orally and in a written form
2. Identify and distinguish between consonant and vowel sounds
3. Identify and distinguish consonants and vowels in their written form
4. Identify each letter of the alphabet and discriminate among their different sounds

D. Identify and read the words from every vocabulary unit covered in class

1. Months of the year
2. Days of the week
3. Numbers
4. Weather vocabulary
5. Classroom objects
6. Colors
7. Family vocabulary
8. Body parts
9. Clothing
10. Farm Animals
11. Wild Animals

C. Oral Reading

1. Read short sentences
2. Read and follow predictable stories
3. Identify rhyming words
4. Read stories at grade level

III. Writing

- A. Guided writing provided by teacher developed exercises
- B. Print words using pictures as a clue
- C. Trace letters and words
- D. Cloze text exercises
- E. Write simple vocabulary words
- F. Write short simple sentences

IV. Teaching Strategies and methodology

A. Methodology

1. Communicative and Natural approach

B. Strategies

1. Creation of simple booklets
2. Dramatizations
3. Songs and finger plays
4. Story reading
5. Story telling
6. Games and competitions
7. Peer interaction
8. Total Physical Response
9. Videos
10. Show and Tell
11. Oral drills

**** Students with special needs** will be helped according to their learning capacities within their grade level. Different strategies will be used to help students learn English according to their specific needs. Accommodations will be provided following the guidelines specified by the **PEI in accordance with law 51** (“integrated services for students with learning disabilities). Any suggestions provided by the Special Education teacher will be taken into consideration. Moreover the following strategies will be used:

5. Small group work
6. Individual attention
7. Peer help
8. Special projects
9. Extra time when needed
10. After school tutoring program referral

V. Resources

- A. Tape recorder
- B. Real objects
- C. DVD player
- D. Smart board, Smart Notebook, and smart camera
- E. Movies
- F. Human resources
- G. Flash cards and posters
- H. Pictures
- I. Story Books

* There is not a particular text book used in the first grade class. However, a different story book of genuine children's literature related to the topic being studied is read and discussed in class every day.

In addition the following books are used as a reference:

1. **Walker, M.** (1992) ADDISON-WESLEY ESL Student Book, New York Addison-Wesley Publishing Company
2. **Bonilla, Farre, y otras** (1998) Tools1, Students Language Book, Richmond Publishing, Santillana Company
3. **Met, M.** (1991) Easy English Activity Book , Illinois, National Textbook Company
4. **Ward, B. L.** (2003) Scholastic Success 1st Grade Workbook Math, Reading, Writing, Grammar, Maps, New York, Scholastic Inc.
5. **Moor, E.** (1995) How to REPORT on Books, Evan-Moor Educational Publishers

VI. Evaluation

- A. Short tests (fill in blanks, identify vocabulary words, etc.)
- B. Homework and daily work
- E. Special projects (Versions of a story, dramatizations, etc.)
- F. Oral reports (Ex. show and tell, clothing description)

Grading system

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% - 0	= F

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1. Modified tests
2. Extra time
3. Individual help
4. Special Education teacher classroom setting
5. After school tutoring program referral

**Any act of academic dishonesty will be subject to disciplinary consequences as stated in the school discipline policy.

Office hours: Monday – Thursday - **9:00 am – 10:00am**
Thursday – **3:00 – 4:00 pm** Friday- **9:00 – 10:00 am**

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