

## Sonrisas Level I Scope and Sequence

1. Students tell what their names are.
2. Students exchange greetings and express how they are feeling.
3. Students identify colors and provide information about colors around them.
4. Students count to ten and provide information about how many there are of a given number of objects.
5. Students identify shapes and provide information about the number of sides of each shape.
6. Students tell what day it is.
7. Students tell what month it is.
8. Students tell what season it is.
9. Students tell what the weather is like.
10. Students identify the major body parts.
11. Students identify clothing and provide information about the clothing they and others are wearing.
12. Students identify different family members.
13. Students engage in conversation by using phrases and commands associated with bedtime and waking up.
14. Students provide information about where something or someone is located.
15. Students express their opinions about whether they like something or not.
16. Students describe something by its size.
17. Students describe something as good or bad.
18. Students describe something as clean or dirty.
19. Students describe something as “up above” or “down below.”
20. Students provide information about their houses and review previously learned concepts.
21. Students use the command for “jump” and identify various animals.
22. Students use the command for “listen.”
23. Students express the feeling of being hungry.
24. Students provide information about what they see.
25. Students provide information about what they are able to do.
26. Students provide information about what they want.
27. Students understand the relationship between the practices, products, and perspectives of Mexican culture by celebrating *el Dieciséis*.
28. Students describe how others are feeling.
29. Students understand the relationship between the practices, products, and the perspectives of Mexican culture by celebrating *el Día de los Muertos*.
30. Students use good manners to engage in polite conversation and identify vocabulary associated with mealtime.
31. Students use vocabulary associated with Christmas and review previously learned concepts.
32. Students understand the relationship between the practices and perspectives of Spanish-speaking cultures through the reenactment of a *las Posadas* procession.
33. Students express the sentiment, “I love you,” and identify family members.
34. Students use vocabulary associated with Easter and review the question, “¿Dónde está?”
35. Students understand the relationship between the products, practices, and the perspectives of Mexican culture by celebrating *el Cinco de Mayo*.

## Sonrisas Level II Scope and Sequence

1. Students tell the name of another person.
2. Students use practical classroom phrases.
3. Students use the verb *ir* to provide information about how they and others go to school .
4. Students tell what the date is.
5. Students understand when to use “*tú*” and when to use “*usted.*”
6. Students use the verb *decir* to provide information about what someone (or some animal) says.
7. Students use the adverbs *primero*, *luego*, and *por último* to describe a sequence of events.
8. Students perform math problems in Spanish.
9. Students comprehend how to say the twelve hours in Spanish.
10. Students use the verb *ser* to provide information about themselves and others .
11. Students use adjectives and the verb *ser* to describe the members of their family.
12. Students use the command for “Get out of here!”
13. Students use the verb *ir* to provide information about where someone has gone.
14. Students use the verb *dar* to provide information about what someone has given them.
15. Students use the verb *tener* to provide information about their bodies and the bodies of animals.
16. Students use prepositional phrases to describe where objects are.
17. Students use prepositional phrases and verbs associated with the five senses to make observations about what they see, smell, taste, hear, and touch.
18. Students are able to order food in a restaurant.
19. Students use the conjunction *cuando* and the verb *ver* to form complex sentences in order to provide information about something they see.
20. Students describe their houses.
21. Students use plural possessive adjectives and the verb *tener* to describe something they have in their hands.
22. Students comprehend and use vocabulary and phrases from the story *El loro Tico Tango*.
23. Students present a drama of *El loro Tico Tango* to an audience of listeners.
24. Students comprehend and use vocabulary and phrases from the story, *Harry, el perrito sucio*.
25. Students present a drama of *Harry, el perrito sucio* to an audience of listeners.
26. Students describe autumn.
27. Students use the phrase *me gusta* with verb infinitives to talk about activities they like to do in the winter.
28. Students provide information about what happens in the spring.