



# Grade 1 Spanish - Unit 2 - The Reunion

## Unit Focus

In this second unit of first grade, students will be learning about two characters who are in fact friends! Manny the mono returns from our kindergarten adventures with the opening of his new restaurant in Peru. Larry the Llama decides to visit Manny’s restaurant with his family, and enjoys it so much that he goes back with more relatives.

Students will learn a new set of vocabulary skills and apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).

At the culmination of this unit, students will be using the ministry to aid in fixing the problem that occurs at Manny’s restaurant.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>ACTFL World Readiness Standards for Learning Languages</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)</li> <li>• Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2)</li> <li>• Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)</li> <li>• Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Read, listen, or view text to comprehend information and identify what’s important and/or personally meaningful.</p> <p><b>T2</b> Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</p> <p><b>T3</b> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p><b>U1</b> Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)</p> <p><b>U2</b> Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p><b>U3</b> The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> What am I trying to say and how do I say it?</p> <p><b>Q2</b> What does the source or text say? What does it mean?</p> <p><b>Q3</b> What do I do when I don’t understand?</p>	

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> High Frequency Words: amigo, mucho, papa</p> <p><b>K2</b> Verbs: es, hay, está, come, dice</p> <p><b>K3</b> Cognates: llama, mono, restaurante, qué desastre, favorito/a, delicioso/a, sopa, fantástico, mi</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures.</p> <p><b>S2</b> Identifying high frequency words in context.</p> <p><b>S3</b> Demonstrating understanding of a major product of Peru.</p>