



# Kindergarten Spanish - Unit 1 - ¡Bienvenidos!

## Unit Focus

¡Bienvenidos! Welcome to Spanish class! Kindergarten students will begin their Spanish exploration with this unique welcome unit featuring Tomás el Tucán, a toucan from Costa Rica who only speaks Spanish. Students will be exposed to a variety of high frequency words used in greetings, introductions and farewells, asking someone how they are with basic responses.

Students will 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 create a flipbook that highlights their new vocabulary, showcasing their understanding and proper usage of it when they meet Tomás el Tucán's younger sister, Sara.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>ACTFL World Readiness Standards for Learning Languages</b> <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>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> <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"><li>Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. <b>T2</b> Initiate communication on and respond effectively to a given topic based on interactions/exchanges. <b>T3</b> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) <b>U2</b> Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) <b>U3</b> Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> <b>Q1</b> What does the source or text say? What does it mean? <b>Q2</b> What am I trying to say and how do I say it? <b>Q3</b> How does Spanish help us explore the world?

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> <b>K1</b> Basic Spanish Classroom procedures, rules, and routines <b>K2</b> High Frequency Words: hola, adiós, sí, no, gracias, de nada <b>K3</b> Verbs: es, dice, me llamo <b>K4</b> Cognates: tucán, clase	<i>Students will be skilled at...</i> <b>S1</b> Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate and appropriate gestures. <b>S2</b> Identifying high frequency words in context. <b>S3</b> Using appropriate high frequency words for social interactions.