



Kindergarten Spanish - Unit 2 - ¿Cómo estás?

Unit Focus

In this second unit of kindergarten, students will continue to explore their new Spanish skills as they begin to ask each other, cómo estás - how are you?

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 book on how to be a good Spanish classroom citizen when a new friend joins the class.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages <ul style="list-style-type: none">Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)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)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T3 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> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What am I trying to say and how do I say it? Q3 How can I be a good citizen in my Spanish class? Q4 How does Spanish help us explore the world?
Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 High Frequency Words: (muy) bien, (muy) mal, así así, por favor, pobre K2 Verbs: ¿Cómo estás?, está K3 Cognates: (qué) terrible, silencio	<i>Students will be skilled at...</i> S1 Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate and appropriate gestures. S2 Identifying high frequency words in context. S3 Using appropriate high frequency words for social interactions.