

1st grade Overview

Who I Am

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand what part of the body we're talking about.</p> <p>I can understand when someone says their age.</p> <p>I can understand how someone else is feeling.</p> <p>I can understand my teacher's directions.</p>		<p>I can say goodbye in more than one way.</p> <p>I can continue the conversation by asking "and you"?</p> <p>I can tell someone how I'm feeling.</p>	<p>I can say my age.</p> <p>I can name the parts of my body.</p>	

What I Eat

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand the breakfast foods and drinks we discuss.</p>		<p>I can tell someone what I like and dislike for breakfast.</p>	<p>I can list breakfast foods and drinks.</p>	<p>I can copy labels for breakfast foods and drinks.</p>

Who is My Family

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand the immediate family members, including grandparents, being discussed.</p> <p>I can understand the words for pets.</p>		<p>I can address family members.</p>	<p>I can list my family members.</p> <p>I can list different pets.</p>	<p>I can copy labels for family members.</p>

My Life as a Student

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand the day of the week.</p> <p>I can understand the numbers 1-10 out of order.</p> <p>I can understand more school vocabulary.</p>	<p>I can read the days of the week.</p>	<p>I can answer what day of the week it is.</p> <p>I can answer how many classroom objects there are.</p>	<p>I can name more classroom objects.</p> <p>I can tell how many objects there are.</p> <p>I can say the day of the week we're talking about.</p>	

The World I Live In

Listening	Reading	Person-to-Person	Speaking	Writing

1st Grade Who I Am

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand what part of the body we're talking about.		I can say goodbye in more than one way.	I can say my age.	
I can understand when someone says their age.		I can continue the conversation by asking "and you"?	I can name the parts of my body.	
I can understand how someone else is feeling.		I can tell someone how I'm feeling.		
I can understand when someone asks my age.				
I can understand numbers 11-20.				

What will students know about by the end of this unit?

Vocabulary

<p><u>Body Parts</u> Los dientes El pelo Los dedos Los dedos del pie Las rodillas El estómago</p> <p><u>Recycle</u> La cabeza Los ojos Las orejas La nariz La boca Los brazos Las manos Las piernas Los pies</p>	<p><u>Greetings/Goodbyes</u> Hasta luego</p> <p><u>Feelings</u> Estoy muy bien Estoy muy mal Tengo frío Tengo calor Tengo hambre Tengo sueño Tengo sed</p> <p><u>Recycle</u> Bien Mal Más o menos ¿Y tú?</p>	<p><u>Age</u> Tengo _____ años.</p> <p><u>Understand only</u> ¿Cuántos años tienes? Once Doce Trece Catorce Quince Dieciseis Diecisiete Dieciocho Diecinueve Veinte</p>	<p><u>Recycle</u> Hola Buenos días Buenas tardes Buenas noches Adiós</p> <p><u>Recycle</u> Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez</p>
---	---	---	--

Grammar/Structure

- Tengo _____ años.
- Tengo _____.
- Definite articles: singular, plural, masculine, feminine.

Culture

- Greeting and saying good bye to each person
- Differences in "personal space"

Teacher Extension

- Tengo miedo / Tengo miedo de _____.

1st Grade What I Eat

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand the breakfast foods and drinks we discuss.		I can tell someone what I like and dislike for breakfast.	I can list breakfast foods and drinks.	I can copy labels for breakfast foods and drinks.

What will students know about by the end of this unit?

Vocabulary

<u>Breakfast Foods</u>	<u>Breakfast Drinks</u>	<u>Likes and Dislikes</u>	<u>Recycle</u>
El desayuno El cereal Los huevos El pan tostado Las salchichas El tocino	El jugo El jugo de _____ La leche La leche de chocolate El chocolate caliente El café	Me gusta _____ Me gustan _____ No me gusta _____ No me gustan _____ Me gusta beber _____. Me gusta comer _____.	La manzana La naranja El plátano Las uvas Las fresas

Grammar/Structure

- Gustar singular and plural
- Gustar with an infinitive
- Definite articles: singular, plural, masculine, feminine

Culture

- What you eat for breakfast is different in other countries.
 - Examples: America: Cereal Caribbean Countries: Fish
- A lot of our fruit comes from other countries.

Teacher Extension

- Additional breakfast foods and drinks

1st Grade Who is My Family

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand the immediate family members, including grandparents, being discussed. I can understand the words for pets.		I can address family members.	I can list my family members. I can list different pets.	I can copy labels for family members.

What will students know about by the end of this unit?

Vocabulary

<u>Family Members</u>	<u>Phrases</u>	<u>Recycle</u>
Abuelo Abuela	Mi _____. Mi _____ se llama _____. Tengo _____	Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez
<u>Recycle</u> Familia Yo Mamá Papá El hermano La hermana El gato El perro	Tengo _____ Tengo _____	

Grammar/Structure

- Mi _____
- Mi _____ se llama _____.
- Tengo _____

Culture

- Extended family living in the same home
- Celebrations:
 - **Possible Examples:** Día de los Muertos, La Navidad, La Pascua, 5 de mayo, 16 de septiembre, Hispanic Heritage Month

Teacher Extension

- Additional pet names: Hamster, fish, bird, turtle/lizard, etc.

1st Grade My Life as a Student

What students will be able to do by the end of this unit?

Listening	Reading	Person-to-Person	Speaking	Writing
I can understand the day of the week.	I can read the days of the week.	I can answer what day of the week it is.	I can name more classroom objects.	
I can understand the numbers 1-10 out of order.		I can answer how many classroom objects there are.	I can tell how many objects there are.	
I can understand more school vocabulary.			I can say the day of the week we're talking about.	
I can understand my teacher's directions.				

What will students know about by the end of this unit?

Vocabulary

<p><u>Students</u> Los estudiantes El niño Los niños La niña Las niñas</p> <p><u>Days of the Week</u> El día Hoy es _____ Ayer fue _____ Mañana es _____ lunes martes miércoles jueves viernes sábado domingo</p>	<p><u>Numbers</u> Los números</p> <p><u>Recycle</u> Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez</p>	<p><u>School Vocabulary</u> El pupitre La mesa La silla La computadora La sala / El salón / La aula La clase El mapa La carpeta Las tijeras</p>	<p>Hay _____</p> <p><u>Recycle</u> Siéntate/ siéntanse Levanta la mano Párate / Párense Levántate / Levántense Escucha / Escuchen Repite / Repitan</p>
---	---	---	---

Grammar/Structure

- Direct articles: singular, plural, masculine, feminine
- Haber: Hay number + object.
- Hoy es _____. Ayer fue _____. Mañana es _____.

Culture

- Don't capitalize the days of week or the months
- Weeks begin with Monday instead of Sunday

Teacher Extension

- El reloj , la regla, la goma, el borrador, la papelera/ el basurero, el pegamento