

Kindergarten Overview

Who I Am

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand when someone greets me.</p> <p>I can understand and point to the correct body part.</p>		<p>I can greet and say goodbye to people.</p> <p>I can introduce myself.</p> <p>I can ask and tell someone how I am feeling.</p> <p>I can ask to use the bathroom or get water.</p>	<p>I can greet people and say goodbye.</p> <p>I can introduce myself.</p> <p>I can talk to grown-ups using their titles.</p> <p>I can use polite words.</p>	

What I Eat

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand the names of fruits.</p> <p>I can understand the names of colors.</p> <p>I can understand likes and dislikes.</p>		<p>I can tell someone the fruits I like and don't like.</p> <p>I can tell someone my favorite color.</p>	<p>I can name colors.</p> <p>I can name fruits.</p>	<p>I can copy fruit and color words.</p>

Who is My Family

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand the names of immediate family members.</p> <p>I can understand pets.</p>		<p>I can address family members.</p>	<p>I can list my family members.</p> <p>I can list different pets.</p>	

My Life as a Student

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand my teacher's directions.</p> <p>I can point to the school object being discussed.</p> <p>I can understand numbers 1-10</p>			<p>I can name classroom objects.</p> <p>I can use numbers 1 to 10.</p>	

The World I Live In

Listening	Reading	Person-to-Person	Speaking	Writing

Kindergarten Who I Am

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

Listening	Reading	Person-to-Person	Speaking	Writing
<p>I can understand when someone greets me.</p> <p>I can understand and point to the correct body part.</p>		<p>I can greet and say goodbye to people.</p> <p>I can introduce myself.</p> <p>I can ask and tell someone how I am feeling.</p> <p>I can ask to use the bathroom or get water.</p>	<p>I can greet people and say goodbye.</p> <p>I can introduce myself.</p> <p>I can talk to grown-ups using their titles.</p> <p>I can use polite words.</p>	

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

Vocabulary

<p><u>Greetings</u> Buenos días Buenas tardes Buenas noches Hola Adiós Me llamo _____. ¿Cómo estás? - Bien - Mal - Más o menos</p>	<p><u>Titles</u> Señor Señora Señorita Maestro Maestra Amigo Amiga</p>	<p><u>Polite Words</u> Por favor Gracias</p> <p><u>Requests</u> ¿Puedo ir al baño? ¿Puedo tomar agua?</p>	<p><u>Body Parts</u> La cabeza Los ojos Las orejas La nariz La boca Los brazos Las manos Las piernas Los pies</p>
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Grammar/Structure

- Introduce gender: amigo/a, maestro/a, señor/a
- Me llamo _____.

Culture

- Understand difference between señora/señorita
- Use handshakes
- Know about kisses and man hugs
- Where Spanish is spoken and why it's important to learn other languages.
- Languages "borrow" words; there are lots of cognates.

Teacher Extension

- Tener expressions: hambre, sed, frío, calor, sueño

Kindergarten 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 names of fruits. I can understand the names of colors. I can understand likes and dislikes.		I can tell someone the fruits I like and don't like. I can tell someone my favorite color.	I can name colors. I can name fruits.	I can copy fruit and color words.

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

Vocabulary

<u>Fruits</u>	<u>Colors</u>		
Las fresas La manzana La naranja El platano La pera Las uvas La sandia	Rojo Verde Azul Negro Amarillo Morado* Gris Café* Anaranjado Blanco Rosado*		

Grammar/Structure

- Me gusta _____. / No me gusta _____.
- Definite articles: singular, plural, masculine, feminine

Culture

- Varieties of fruits around the world.
- Size differences of different fruits.

Teacher Extension

- Differences in words by regions are okay: ex: brown, purple, pink

Kindergarten 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 names of immediate family members. I can understand the words for pets.		I can address family members.	I can list my family members. I can list different pets.	

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

Vocabulary

<u>Family Members</u> La familia Yo Mamá Papá Hermano Hermano	<u>Pets</u> El perro El gato		
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Grammar/Structure

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Culture

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Teacher Extension

- Additional pet names: Hamster, fish, bird, turtle/lizard, etc.
- Numbers 1-10, especially for numbers of siblings

Kindergarten 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 my teacher's directions. I can point to the school object being discussed. I can understand numbers 1-10			I can name classroom objects. I can use numbers 1 to 10.	

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

Vocabulary

<u>School Objects</u>	<u>Numbers</u>	<u>Understand Teacher Directions</u>	
El libro	Uno	Siéntate/ siéntanse	
El papel	Dos	Levanta la mano	
El lápiz	Tres	Párate / Párense	
Los crayones	Cuatro	Levántate / Levántense	
Los marcadores	Cinco	Escucha / Escuchen	
La escuela	Seis	Repite / Repitan	
La mochila	Siete		
Los estudiantes	Ocho		
	Nueve		
	Diez		

Grammar/Structure

- Definite articles: singular, plural, masculine, feminine
- Yo tengo _____. / No tengo _____.

Culture

- Saturday schools in some countries
- Morning or afternoon sessions for all grades.

Teacher Extension

- Colorea, dame, toca, no toques, escribe / escriban
- Necesito _____.
- School in different countries: uniforms, schedules, etc.