

# Kindergarten

## UNIT 1: I Am A Polite Friend

### UNIT PERFORMANCE OBJECTIVE 1: I can greet others in a polite manner.

#### PERFORMANCE INDICATOR 1.1

I can say hello, goodbye, and greet a friend, a teacher, and others.

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	I can recognize greeting/farewell words when I hear them. <b>Interpretive Listening</b> <a href="http://www.youtube.com/watch?v=tOj4hEk2CtU">www.youtube.com/watch?v=tOj4hEk2CtU</a> <a href="http://www.youtube.com/watch?v=IRXeDfxcjic">www.youtube.com/watch?v=IRXeDfxcjic</a> <a href="http://www.youtube.com/watch?v=_Ujx4NQAPug">www.youtube.com/watch?v=_Ujx4NQAPug</a>	Good morning Good afternoon Good evening/night  Hello, Hi How are you? Please Thank you You're welcome Goodbye	Boy/Girl Teacher  Song	Students listen to simple greeting song and sing along with accompanied gestures. Students listen to puppets/visual prompts/simple videos and raise their hands as they recognize greetings.
	I can identify simple greeting/farewell words when I hear or read them. <b>Interpretive Listening/Reading</b> <a href="http://www.youtube.com/watch?v=FnUC0_TijRM">www.youtube.com/watch?v=FnUC0_TijRM</a>	Well, thank you Fine Bad So-so And you? (formal and informal optional) Let's sing Sing!		Students select one flash card out of two with picture/written vocabulary to choose the correct greeting phrase that they hear.
	I can ask others how they are feeling and respond when asked how I am. <b>Interpersonal Communication</b> <a href="https://www.youtube.com/watch?v=ct9g4aiMpsg">https://www.youtube.com/watch?v=ct9g4aiMpsg</a>			Students practice and perform a simple song that asks and answers how they are feeling.
OUTPUT	I can respond to a greeting and say how I am. <b>Interpersonal Communication</b>			In pairs, students practice simple greetings using gestures to express how they are feeling.

#### FORMATIVE PERFORMANCE ASSESSMENT

Students participate in a role-play where they greet each other, ask how their partner is doing, answer how they are doing, and say goodbye.

**UNIT PERFORMANCE OBJECTIVE 1:**  
**I can greet others in a polite manner.**
**PERFORMANCE INDICATOR 1.2.**  
**I can introduce myself to someone.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Assessment      Mini Performance
<b>I N P U T</b>	I can understand and respond when I hear someone asks "What is your name?" <b>Interpretive Listening</b>  <a href="https://www.youtube.com/watch?v=ij5R1YTG48Q">https://www.youtube.com/watch?v=ij5R1YTG48Q</a>	What's your name?  My name is ____.  And you? (yours?) Let's sing Sing! And you? Pleased to meet you!	I You  Name  Song	Students sit in a circle and play a call and response game taking turns until everyone chants in a simple tune. (Group chants "what is your name" Individual chants "my name is ____")  Students respond to an either/or question about a person's name.
	I can follow along when someone introduces himself or herself. <b>Interpretive Listening</b>  <a href="https://www.youtube.com/watch?v=k8vSKZI7Nd8">https://www.youtube.com/watch?v=k8vSKZI7Nd8</a>			Students watch a video with basic introductions and answer true/false questions.
	I can introduce myself. <b>Presentational Speaking</b>			Students perform a simple song about personal introductions.  Students draw a self-portrait and write "my name is ____." Students present portrait to an audience.
<b>O U T P U T</b>	I can say my name and ask others for their name. <b>Interpersonal Communication</b>  <b>Resources</b>  <a href="http://www.bbc.co.uk/schools/primarylanguages/spanish/">http://www.bbc.co.uk/schools/primarylanguages/spanish/</a>  <a href="http://www.cal.org/earlylang/teaching/materials_and_curricula.html">http://www.cal.org/earlylang/teaching/materials_and_curricula.html</a>			In pairs, students ask and answer "what is your name" and "my name is ____"

**FORMATIVE PERFORMANCE ASSESSMENT**

Class utilizes a prop (i.e. beach ball, bean bag, etc) to ask each other "what is your name" and each student responds appropriately. Continue passing prop until each student has had a turn.

**Kindergarten****UNIT 2: Our Classroom Routines****I can do everything from Unit 1 and ...****UNIT PERFORMANCE OBJECTIVE 2:****I can contribute to our classroom routine.****PERFORMANCE INDICATOR 2.1****I can follow and give a one-step instruction or command.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Performance Assessment Mini
<b>INPUT</b>	I can respond to and/or follow a simple instruction or command when I hear it. <b>Interpretive Listening</b> <a href="https://www.youtube.com/watch?v=qMe8ngqR86k">https://www.youtube.com/watch?v=qMe8ngqR86k</a>	Come here  Raise your hand  Stand up  Sit down  Silence, please	Perfect  Excellent  Repeat  Again  Look  Listen	Students listen to teacher's instructions or commands (or by the puppet or prompt) and show the appropriate gesture that accompanies the direction.
	I can give a spoken instructions or command. <b>Interpersonal Communication</b>	Good job!		In pairs and given command images, student shows the image to a classmate. The classmate must say and do the command. Students take turns.
<b>OUTPUT</b>				

**FORMATIVE PERFORMANCE ASSESSMENT**

Students participate in a role-play where each student plays the teacher. Student one gives instructions or commands, student two follows the instructions. Students reverse roles. Role-play may be whole-class or small-group.

**UNIT PERFORMANCE OBJECTIVE 2:****I can contribute to our classroom routine.****PERFORMANCE INDICATOR 2.2.****I can use a calendar to express what I do during the week.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
I N P U T	I can identify the days of the week. <b>Interpretive Listening</b> <a href="https://www.youtube.com/watch?v=fOq3Y41MSy0">https://www.youtube.com/watch?v=fOq3Y41MSy0</a>  <a href="https://www.youtube.com/watch?v=v7mm8MC1MqY">www.youtube.com/watch?v=v7mm8MC1MqY</a>  <a href="https://www.youtube.com/watch?v=C2DNBnhMpvQ">www.youtube.com/watch?v=C2DNBnhMpvQ</a>  <a href="https://www.youtube.com/watch?v=C4fREj60Crk">www.youtube.com/watch?v=C4fREj60Crk</a>	What day is today?  Today is ____.	Day (s) Week  Monday Tuesday Wednesday Thursday Friday Saturday Sunday	Students listen to a song. Teacher gives students a chart of the days of the week and students point to the corresponding day as they hear it.
	I can sequence the days of the week when I hear or read them.  <b>Interpretive Listening/Reading</b>	What is your favorite day?  My favorite day is ____.	lowercase uppercase	Students sequence the days of the week.
	I can recite the days of the week. <b>Presentation Speaking</b>			Students sing a simple song about the days of the week.
O U T P U T	I can express my favorite day of the week. <b>Presentation Speaking</b>			In pairs, students take turns expressing their favorite day of the week.

**FORMATIVE PERFORMANCE ASSESSMENT**

Given a simple weekly calendar chart, students draw a picture/pictures to represent what they do on each day. Students then present at least two of their favorite days to an audience.

**Kindergarten****UNIT 3: Tell Me About It!****I can do everything from Units 1-2 and ...****UNIT PERFORMANCE OBJECTIVE 3:****I can talk about objects and/or people I see based on numbers, colors, and shapes.****PERFORMANCE INDICATOR 3.1****I can use numbers to count how many objects there are.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
<b>INPUT</b>	<p>I can identify numbers zero to ten when I hear or read them.</p> <p><a href="http://www.youtube.com/watch?v=6FEyfy5N3Nc">www.youtube.com/watch?v=6FEyfy5N3Nc</a></p> <p><a href="http://www.youtube.com/watch?v=CWcbJWNfk5I">www.youtube.com/watch?v=CWcbJWNfk5I</a></p> <p>I can indicate how many objects there are.</p> <p><b>Interpretive Listening/Viewing</b></p>	<p>Number</p> <p>How many are there?</p> <p>Let's count!</p> <p>There are _____.</p> <p>What number is this?</p>	<p>Count!</p> <p>The numbers</p> <p>Zero One Two Three Four Five Six Seven Eight Nine Ten</p>	<p>Students hold up the correct number of fingers when they hear a number.</p> <p>Students indicate how many objects there are when presented with visuals.</p>
	<p>I can identify the number(s) in numeral and (spelled-out) written form.</p> <p>I can sequence numbers.</p> <p><b>Interpretive Listening/Reading</b></p>	<p>There are _____ (crayons, pencils, etc)</p>		<p>Students match a written number to a numeral and put them in sequential order.</p>
	<p>I can tell how many objects there are.</p> <p><b>Presentational Speaking</b></p>			<p>Students count how many objects there are. Examples: Boys/girls in the class, wooden blocks in a baggie, any classroom objects, etc.) and present the number to an audience.</p> <p>Given a bag with random items with a fill in data chart, students will record the number of each item and present data to the class.</p>

**FORMATIVE PERFORMANCE ASSESSMENT:** Divided in 4 groups, students are given 3 sets of objects (examples: pencils, blocks, crayons). They will collect data by counting and recording how many items are in each category. Students will present the data collected to the class in the target language.

**UNIT PERFORMANCE OBJECTIVE 3**

I can talk about objects and/or people I see based on numbers, colors, shapes and sizes.

**PERFORMANCE INDICATOR 3.2**

I can name the color of objects.

	What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?
	"Daily" Learning Targets	Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
INPUT	<p>I can recognize basic colors when I hear or read them.</p> <p><b>Interpretive Listening/Reading</b></p> <p><a href="http://www.youtube.com/watch?v=LtGznmrQRPw">www.youtube.com/watch?v=LtGznmrQRPw</a></p> <p><a href="http://www.youtube.com/watch?v=JjAvQvI-aBo">www.youtube.com/watch?v=JjAvQvI-aBo</a></p>	<p>This is the color ____.</p> <p>What color is it?</p> <p>It's the color ____.</p> <p>Touch the color ____</p>	<p>Red Orange Yellow Green Blue Purple Pink Black White Brown</p>	<p>Teacher names a color and students touch/indicate an object of that color.</p>
	<p>I can respond to a yes/no question about colors.</p> <p><b>Interpretive Listening</b></p>	<p>This is the color ____</p>		<p>Using visuals, students answer Yes or No questions about the colors they see.</p>
OUTPUT	<p>I can name the basic colors of objects.</p> <p><b>Presentational Speaking</b></p>	<p>Stand up if you are wearing the color ____.</p> <p>What colors do you see?</p>		<p>Students look at culturally authentic art work (such as "Bouquet of Peace" by Pablo Picasso) and describe the colors in it.</p>
	<p>I can ask and respond to questions about colors. .</p> <p><b>Interpersonal Communication</b></p> <p><b>Resources</b></p> <p><a href="https://www.gusonthego.com/free-spanish-language-printables/">https://www.gusonthego.com/free-spanish-language-printables/</a></p> <p><a href="https://www.csun.edu/~hcedu013/eslsp.html">https://www.csun.edu/~hcedu013/eslsp.html</a></p>	<p>I see ____.</p> <p>What is your favorite color?</p> <p>My favorite color is ____.</p>		<p>Students work in pairs and ask and answer questions about colors. Students take turns and exchange partners.</p>

**FORMATIVE PERFORMANCE ASSESSMENT**

Given a bag of manipulatives, students count and record how many objects there are of each color. Students present the information to an audience.

**UNIT PERFORMANCE OBJECTIVE 3****I can talk about objects and/or people I see based on numbers, colors and shapes.****PERFORMANCE INDICATORS 3.3****I can identify objects by size and shape.**

What will learners be able to do?		What will learners need to know?		How will learners demonstrate what they can do with what they know?
"Daily" Learning Targets		Language Chunk	Core Vocabulary	Check for Understanding or Performance Assessment
I N P U T	I can identify basic shapes and sizes when I hear or see them. <b>Interpretive Listening</b>  <a href="http://www.youtube.com/watch?v=oakRxt2n-HM">www.youtube.com/watch?v=oakRxt2n-HM</a>  <a href="http://www.youtube.com/watch?v=fE7hWHfkrd0">www.youtube.com/watch?v=fE7hWHfkrd0</a>	What shape is this/it?  It is a _____.	Circle Square Triangle Rectangle Oval Diamond  Sides Round	Teacher calls aloud a shape. Students point to a classroom item of that shape.  Students work in groups of 4-6. Teacher calls aloud a shape and students together form that shape with their bodies.
	I can understand when I hear descriptions of shapes. <b>Interpretive Listening</b>  <a href="http://www.youtube.com/watch?v=YY-gfcvMaOk">www.youtube.com/watch?v=YY-gfcvMaOk</a>	How many sides does it have?  It has _____ sides.	Has Have  Big Small  A/An The	Teacher calls aloud the number of sides. Students match/categorize each shape to the number of sides it has.
	I can name and describe basic shapes and sizes. <b>Presentational Speaking/Interpersonal Communication</b>  <b>Resource</b> <a href="https://www.google.com/search?q=robot+templet&amp;rlz=1C1GGRV_enUS753&amp;oq=robot+templet&amp;aqs=chrome..69i57j0l5.5247j0j4&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=robot+templet&amp;rlz=1C1GGRV_enUS753&amp;oq=robot+templet&amp;aqs=chrome..69i57j0l5.5247j0j4&amp;sourceid=chrome&amp;ie=UTF-8</a>	It does not have sides.  It is round  This is a _____.  The _____ is _____ (color, size)	Robot	Working in pairs and taking turns, students use visuals or manipulatives to name and describe the basic shapes of objects. They may add the color and/or size.  Working in pairs, students receive a picture with two robots. Students list how many of each shape are in figure one and in figure two.

**FORMATIVE PERFORMANCE ASSESSMENT**

Using various colors of construction paper, students create a robot by cutting and pasting shapes onto a piece of paper. Students present their robot to an audience using the starter prompt "My robot has \_\_\_\_\_." (Including number of shapes, sizes, and colors).

**Kindergarten**

**UNIT 4: My Five Senses****I can do everything from Units 1-3 and ...****UNIT PERFORMANCE OBJECTIVE 4:****I can recognize the relationship between my body and my senses.****PERFORMANCE INDICATOR 4.1****I can identify my five senses and the part of my body I use for each sense.**

	What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?
	"Daily" Learning Targets	Language Chunk	Core Vocabulary	Check for Understanding or Mini Performance Assessment
<b>I N P U T</b>	<p>I can identify body parts when I hear or read them.</p> <p><b>Interpretive Listening/Reading</b></p> <p><a href="https://www.youtube.com/watch?v=tfxYgnVw4B0">https://www.youtube.com/watch?v=tfxYgnVw4B0</a></p> <p><a href="https://www.youtube.com/watch?v=NxQOHkjuybw">https://www.youtube.com/watch?v=NxQOHkjuybw</a></p>	<p>This is my (your) _____.</p> <p>These are my (your) _____.</p>	<p>Is Are</p> <p>Eyes Ears Nose Mouth Hands</p>	<p>Teacher names a body part and students point to/draw it.</p> <p>Students watch video and play "Simon Says" along with the song.</p>
	<p>I can match body parts to senses.</p> <p><b>Interpretive Listening/Reading</b></p> <p><a href="https://www.youtube.com/watch?v=vqtYlze2lQc">https://www.youtube.com/watch?v=vqtYlze2lQc</a></p> <p><b>Resource</b></p> <p>My Five Senses Magnet Activity Kit.</p>	<p>What do you use to ____?</p> <p>I use my _____ to _____.</p>	<p>Need Use</p> <p>To see To hear To smell To taste To feel/touch</p>	<p>Using pictures and words of body parts and senses, students match them appropriately.</p>
	<p>I can say which part of my body I use for each sense.</p> <p><b>Presentational Speaking</b></p>			<p>Students play a charades game. One student acts, the other student names the sense and the body part. Students take turns reversing roles.</p>
<b>O U T P U T</b>	<p>I can ask and respond to questions about the body and senses.</p> <p><b>Interpersonal Communication</b></p>			<p>Using a ball or prop of choice, teacher asks individual students what body part they use for a sense. Students respond as they catch the ball.</p>

**FORMATIVE PERFORMANCE ASSESSMENT**

Given a 5 column chart (labeled with one sense per column), students draw or cut/paste the matching body part and add two images per sense. Example: Column 1- smell/ nose/ flowers and perfume. Students present chart to an audience using the starter "I use my \_\_\_\_\_ to \_\_\_\_\_."

<https://www.eduplace.com/graphicorganizer/spanish/pdf/sense.pdf>