

# K, Unit #3, World Language, Numbers/Colors/Animals

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **November**  
Length: **6 weeks**  
Status: **Published**

## **Enduring Understanding**

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Vocabulary for numbers, colors, animals occur in authentic conversation.

## **Essential Questions**

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How do I discuss numbers, colors, and animals in authentic conversation?

## **Common Core Standards**

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FL.PK-12.7.1.NM.B.A.1 FL.PK-12.7.1.NM.B.A.4 FL.PK-12.7.1.NM.B.G	Respond to learned questions. Describe people, places, and things. Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography).
FL.PK-12.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
FL.PK-12.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
FL.PK-12.7.1.NM.A.H	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
FL.PK-12.7.1.NM.A.4 FL.PK-12.7.1.NM.A.5	Identify familiar people, places, and objects based on simple oral and/or written descriptions. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
FL.PK-12.7.1.NM.C.A.2 FL.PK-12.7.1.NM.C.G	State needs and preferences. Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
FL.PK-12.7.1.NM.C.2 FL.PK-12.7.1.NM.C.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. Copy/write words, phrases, or simple guided texts on familiar topics.

## **Student Learning Objectives**

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The students will:

- Identify and recite numbers 1-10.
- Identify 5 basic colors.
- Identify 5 basic animals.
- Ask and answer questions related to quantities, colors, and types of animals.
- Express likes and dislikes through Me Gusta/No Me Gusta.

- Understand vocabulary in authentic literature such as Oso Pardo, Siesta, and other animals, colors, and numbers books.
- Create a mini-book/poster based on their knowledge of numbers, colors, and animals.
- Memorize and recite songs/chants related to numbers, colors, and animals.
- Create a class graph of student animal preferences.
- Recognize and create patterns involving unit vocabulary.

## **Instructional Activities**

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Introduction of numbers, colors, and animals through TPR, songs/chants, flashcards, and felt boards.

Asking and answering questions related to numbers, colors, and animals through ball toss, circle responses and structured partner Q/A activities.

Students orally identify and continue number, color, and animal patterns viewed on the smartboard.

Students produce and illustrate a book/poster on numbers, colors, and animals.

Cut and paste activities where students match key vocabulary such as numbers to animals or animals to colors, etc.

Color by number worksheets with both numbers and colors written in Spanish.

Teacher surveys students' likes and dislikes pertaining to colors and animals and creates/discusses with students a class graph of results in excel.

Teacher reads authentic literature to students such as Oso Pardo, Siesta, or other appropriate books.

## **Interdisciplinary Connections**

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Mathematics: Reading and interpreting a graph, identification of patterns, counting

Music: Rhythm and songs

PE: Physical and Kinesthetic activities through TPR

Language Arts: Read-Aloud

## **Texts and Resources**

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Authentic literature: Oso Pardo, Siesta, Colores, Animales

Microsoft Excel

Smart Board

Teacher-created worksheets for numbers, colors, and animals

Flashcards (print or electronic)

Google Images of key vocabulary

## **Assessment**

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Checklist for accurate identification of numbers, colors, and animals

Teacher-created worksheets and activities

Speaking rubric

Teacher observation of appropriate student response during TPR activities and question/answer activities

Comprehension of literature and vocabulary through oral response

Project rubric