

VISTA HIGHER LEARNING



¡Listos!

Descubre el español



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Descubre el español

©2021 • Hardcover • 8 units in each level



This elementary K–5 program makes language learning a fun cultural adventure as students travel to twenty Spanish-speaking countries and explore the language and cultures!

- Culture is the backdrop of the entire series.
- Each level has a compelling storyline. Students meet engaging characters, who travel to eight Spanish-speaking countries in each student book.
- Students explore the local people, places, culture, food, and animals of twenty Spanish-speaking countries in levels A–F.



Supports all students, from beginners to heritage speakers, at any grade level

Learning Spanish is fun and rewarding with ¡Listos!

Students embark on a cultural adventure in every unit, visiting twenty Spanish-speaking countries in Levels A–F, and exploring language and culture through integrated, explicit presentation of the five Cs.

Students explore iconic landmarks in Mexico!

UNIDAD 1

Nos conocemos

Playa en Acapulco

Objetivos

Voy a pensar sobre...

¿Cómo usamos el lenguaje para relacionarnos en la comunidad?

Voy a aprender sobre...

• saludos y despedidas.

• los amigos.

• la familia.

• un festival.

Parque en Cozumel

Cenote en Chichén Itzá

Plaza en Oaxaca

Descubre México

Students discover natural wonders in Argentina!

UNIDAD 2

¿Cómo vivimos?

Cataratas de Iguazú

Objetivos

Voy a pensar sobre...

¿Cómo formamos comunidades que nos ayuden en nuestra vida?

Voy a aprender sobre...

• el barrio y el hogar.

• las personas de la comunidad.

• la ropa y la moda.

• los lugares de la comunidad.

Plaza de las Naciones Unidas

Tienda de ropa

Parque en Buenos Aires

Descubre Argentina

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Whether you use print or digital resources, or both, ¡Listos! makes learning and teaching Spanish a fun, rewarding experience for students and teachers!



Print Student Components

- Student Book – each student book takes students on a journey to eight Spanish-speaking countries, where they explore the culture of each country and learn the language
- Practice Book – engaging activities encourage students to practice unit concepts and skills
- Student Anthology – authentic, leveled reading selections and reading and language arts activities help meet the needs of beginning, intermediate, and advanced/heritage students
- Thematic Readers – 24 leveled readers (8 beginning, 8 intermediate, and 8 advanced/heritage students) tied to unit themes help students build literacy skills as they master the target language



Print Teacher Components

- Teacher's Guide with audio program and teacher resources
- Assessment Program – pre- and post-assessments, summative end-of-unit assessments, and formative ongoing assessments.
- Photo-card Kit – 300 full-color laminated photo-cards
- Poster Cut-outs (A–C) and Character Cut-outs (A–C)
- Language Arts Handbook – grammar mini-lessons
- Enrichment Library – authentic Spanish-language titles
- Phonics Kit – Big Book Syllabic Library, Little Book Syllabic Library, Little Book Diphthong Library, Photo Card Kit with Images CD, Syllabic Game, Alphabet Game, Alphabet Picture Cards, and Syllabic Flash Cards

Comprehensive array of teacher support tools, including phonics and literacy resources to support students at all language proficiency levels

Thematic Library



Phonics Kit



These resources are all available online in the new **¡Listos!** Supersite, featuring a variety of tools, including interactive SmartBook with auto-graded activities and phonics and thematic readers with audio synchronization and vocabulary highlighting and pronunciation.



NEW Experience the ¡Listos! Supersite—an unparalleled digital learning environment with integrated content, resources, and tools built exclusively to support language learning.

FOR STUDENTS

Plenty of practice

With the ¡Listos! Supersite, students have hundreds of program-specific, thematically based, and carefully scaffolded practice activities right at their fingertips.

Safe environment

With its uncluttered interface, innovative tools, and seamless textbook-technology integration, the Supersite will help you reach students and build their love of reading in a safe digital space.

Engaging media

From the interactive SmartBook with auto-graded activities, integrated audios and videos, and voice recording, to thematic readers with audio synchronization and vocabulary highlighting and pronunciation ... the ¡Listos! Supersite has it all.



- Student SmartBook
- Online Practice Book
- ¡Listos! Online Activities
- Animated Chats
- Thematic Library eReaders
- Phonics eReaders

ALSO AVAILABLE IN ANY IMS-CERTIFIED
LEARNING MANAGEMENT SYSTEM

FOR TEACHERS

Time-saving tools

No need to spend time finding the perfect video, crafting scaffolded activities, creating assessments, or grading homework. We've done the heavy lifting for you by providing everything you need to plan, prepare, teach, and assess.

Powerful course management

Choose what you use and how you use it. ¡Listos! is designed to accommodate any pacing schedule. Plus, you can monitor student progress, communicate securely with individual students or the entire class, and track and report on student effort and outcomes.

Enhanced support

Get all the guidance you need to use the Supersite to its fullest potential—from face-to-face presentations and weekly training webinars by fellow educators, to pre-recorded videos on a variety of topics.

- Teacher SmartBook – easy access to SmartBook and teacher wrap instructions
- Online Assessment
- Point-of-use access to all audio and video
- Online gradebook to track student and class progress
- Teacher Dashboard for easy class management



Scope and Sequence for ¡Listos! B

Unit 1 • México • Nos conocemos				
Themes	Language Functions	Structures	Culture	
1 Saludos y despedidas	<ul style="list-style-type: none"> use different greetings and goodbyes introduce themselves to others 	<ul style="list-style-type: none"> sí, no primero, después, por último 	Culture Connections: The Aztec Stadium, p. 14; Greetings and Goodbyes, p. 15	<p>Writing: <i>Mis amigos</i></p> <p>Investiga la cultura: <i>Máscaras para el Festival</i></p>
2 Los amigos	<ul style="list-style-type: none"> ask another person his or her name 	<ul style="list-style-type: none"> ¿Cómo te llamas tú? Yo me llamo... 	Culture Connections: Pyramids, p. 22	
3 La familia	<ul style="list-style-type: none"> name members of their family introduce their family members to others 	<ul style="list-style-type: none"> verbs: <i>tener</i> (<i>tiene</i>), <i>visitar</i> (<i>visitamos</i>) mi/tu el/la, los/las de + <i>name</i> 	Culture Connections: Build Background, p. 28; Close, p. 31	
4 Un festival	<ul style="list-style-type: none"> describe people and events identify people and things using the verb, <i>ser</i> 	<ul style="list-style-type: none"> verbs: <i>ser</i> (present forms), <i>cantar</i> (<i>cantamos</i>) mi/mis un/una, unos/unas yo, tú, él/ella, usted nosotros, ellos/ellas, ustedes 	Culture Connections: Mexican Music, p. 36; Spring Festival in Oaxaca, p. 38	

Unit 2 • Nicaragua • ¿Cómo vivimos?				
Themes	Language Functions	Structures	Culture	
1 La casa	<ul style="list-style-type: none"> name different types of homes where people live identify some rooms in a house 	<ul style="list-style-type: none"> verbs: <i>vivir</i> (present forms) ¿Dónde vives tú?, Yo vivo en... ¿Dónde está(n)?, El/Ella está..., Ellos están... 	Culture Connections: Hispanic Families, p. 48	<p>Writing: <i>Mi casa</i></p> <p>Investiga la cultura: <i>El huipil y la cotona</i></p>
2 El mercado	<ul style="list-style-type: none"> name some food items state likes and dislikes count from one to three 	<ul style="list-style-type: none"> ¿Qué te gusta?, Me gusta(n)... ¿Te gusta(n)... Sí, sí/ No, no me gusta(n)... 	Culture Connections: Markets, p. 56	
3 La ropa	<ul style="list-style-type: none"> identify articles of clothing describe articles of clothing using adjectives for color 	<ul style="list-style-type: none"> ¿Qué compras tú?, Yo compro... ¿De qué color es...? 	Culture Connections: <i>Traje de huipil</i> , p. 64	
4 La comunidad	<ul style="list-style-type: none"> identify locations on a GPS map describe objects by using adjectives for size and length describe where someone is located using the verb <i>estar</i> 	<ul style="list-style-type: none"> verbs: <i>estar</i> (present forms) en ¿A dónde vamos?, Vamos a la/al... 	Culture Connections: Plazas in Nicaragua, p. 70; Small Stores, p. 72	

*For a Scope and Sequence correlated to Language Arts Skills, see pages 314–317 of this Teacher's Edition.

Unit 3 • Chile • Vamos a aprender

Themes	Language Functions	Structures	Culture	
1 La escuela	<ul style="list-style-type: none">identify and count school suppliesidentify the days of the weekexplain activities conducted on different days of the week	<ul style="list-style-type: none">Hoy es...yo voynosotros vamos	Culture Connections: School Uniforms, p. 81	Writing: <i>Mi salón de clase</i> Investiga la cultura: <i>Volantines para las Fiestas Patrias</i>
2 Los juegos	<ul style="list-style-type: none">identify games played in schoolcompare games they play with those played by Chilean children	<ul style="list-style-type: none">verbs: <i>jugar (juego, juegas, juegan) saltar (salta)</i>¿Dónde estás tú?, Yo estoy...	Culture Connections: Hopscotch, p. 94	
3 La hora	<ul style="list-style-type: none">count up to 12tell the time on the hourdifferentiate between activities done in the morning and the afternoon	<ul style="list-style-type: none">¿Qué hora es?Es la una., Son las...Yo voy a la/al...por la mañana/tarde	Culture Connections: Class Schedules, p. 100	
4 Las clases	<ul style="list-style-type: none">recognize information in a website that shows a class schedulename school subjectsdescribe activities and express opinions about them using adjectives	<ul style="list-style-type: none">verbs: <i>estudiar (estudio, estudias), tener</i> (present forms)	Culture Connections: Culture, p. 104B	

Unit 4 • Costa Rica • Los animales

Themes	Language Functions	Structures	Culture	
1 Las mascotas y otros animales	<ul style="list-style-type: none">name different pets and other animalsdescribe and compare animals by size and by color	<ul style="list-style-type: none">¿Qué?/¿Cuál?más pequeño/grande que	Culture Connections: Rain Forests, p. 120	Writing: <i>Mi mascota</i> Investiga la cultura: <i>Los perezosos</i>
2 ¿Dónde viven las mascotas?	<ul style="list-style-type: none">name different types of pet homesdescribe their favorite pet or animal	<ul style="list-style-type: none">nuevo(a)	Culture Connections: La tienda de mascotas, Expansion, p. 122B	
3 ¿Cómo se mueven los animales?	<ul style="list-style-type: none">use action words to describe the way animals movecompare the movements of domestic and wild animals	<ul style="list-style-type: none">verbs: <i>caminar (camina, caminan), correr (corre, corren), nadar (nada, nadan), saltar (salta, saltan), volar (vuela, vuelan)</i>	Culture Connections: Plazas in Costa Rica, p. 130	
4 ¿Cómo son los animales?	<ul style="list-style-type: none">name the body parts of different animalsuse adjectives to describe the speed of animals	<ul style="list-style-type: none">¿Cómo es/son?¿Qué tiene/tienen?	Culture Connections: Poem: <i>Mariposa del aire</i> by Federico García Lorca, p. 139	

Scope and Sequence for ¡Listos! B

Unit 5 • Paraguay • Nos cuidamos

Themes	Language Functions	Structures	Culture	
1 Las partes del cuerpo	<ul style="list-style-type: none">name and count parts of the face and the bodydescribe facial features	<ul style="list-style-type: none">verbs: <i>tocar</i> (<i>toca</i>)tu/tuseste es/estos sonesta es/estas son	Culture Connections: Ceramics, p. 150	Writing: <i>Mi cuerpo</i> Investiga la cultura: <i>¿Hacemos chipá?</i>
2 La salud	<ul style="list-style-type: none">use expressions to convey comfort, pain, and discomfort	<ul style="list-style-type: none">¿Cómo te sientes?, Me siento bien/mal.¿Qué te duele?, Me duele(n)...	Culture Connections: Traditional Songs, p. 157	
3 Los ejercicios	<ul style="list-style-type: none">name different types of sports and exercisesdescribe activities related to exercisingexpress opinions about activities and exercise	<ul style="list-style-type: none">verbs: <i>caminar</i> (<i>camino</i>), <i>correr</i> (<i>corro</i>), <i>gustar</i> (<i>me gusta, te gusta, le gusta</i>), <i>jugar</i> (<i>juego, juega</i>), <i>nadar</i> (<i>nado</i>), <i>saltar</i> (<i>salto</i>), <i>practicar</i>, <i>hacer ejercicios</i>con mi(s), con su(s)	Culture Connections: Recreational Parks, p. 166	
4 Los alimentos	<ul style="list-style-type: none">name different foods and eating utensilsdescribe the appearance, flavor, and smell of food	<ul style="list-style-type: none">verbs: <i>comer</i> (<i>como, comes</i>)¿Te gusta(n)....?, (No) me gusta(n)...	Culture Connections: Traditional Breads, p. 176	

Unit 6 • España • Nuestro ambiente

Themes	Language Functions	Structures	Culture	
1 Los viajes	<ul style="list-style-type: none">identify and describe various means of transportationdescribe how people use different means of transportation	<ul style="list-style-type: none">verbs: <i>viajar</i> (present forms)<i>viajar en...</i>, <i>viaja por...</i>	Culture Connections: Subway Systems, p. 188	Writing: <i>Mi viaje</i> Investiga la cultura: <i>Celebraciones en España</i>
2 Las actividades durante el año	<ul style="list-style-type: none">identify the months of the yearcompare and contrast activities that people do throughout the yeardescribe different geographic features of Spain	<ul style="list-style-type: none">verbs: <i>esquiar</i> (<i>esquío, esquía, esquían</i>)	Culture Connections: Festivals, p. 191	
3 Las estaciones del año	<ul style="list-style-type: none">identify the seasonsexplain how plants change through the seasonsdescribe different activities people do during the seasons	<ul style="list-style-type: none">conen	Culture Connections: Seasons and Symbols, p. 200	
4 El tiempo	<ul style="list-style-type: none">identify types of weathercompare and contrast temperaturesdescribe events that are going to happen in the future	<ul style="list-style-type: none">verbs: <i>ir a</i> (present forms)¿Cómo está el día?, El día está...¿Qué tiempo hace?, Hace...	Culture Connections: <i>Un periódico</i> , Warm-up, p. 208	

Unit 7 • Venezuela • Las profesiones

Themes	Language Functions	Structures	Culture	
1 Los trabajos y las profesiones	<ul style="list-style-type: none">identify and name some occupationsexpress what profession they would like to have in the future	<ul style="list-style-type: none">¿Qué vas a ser?, Voy a ser...¿Quién es?, Él/ella es...	Culture Connections: Venezuelan Instruments and Foods, p. 222	Writing: <i>Mi profesión</i> Investiga la cultura: <i>El cuatro venezolano</i>
2 Los trabajos	<ul style="list-style-type: none">describe actions performed by people at their jobs	<ul style="list-style-type: none">verbs: <i>ayudar</i> (<i>ayudo, ayuda</i>), <i>cocinar</i> (<i>cocino, cocina</i>), <i>cuidar</i> (<i>cuido, cuida</i>), <i>enseñar</i> (<i>enseño, enseña</i>), <i>pintar</i> (<i>pinto, pinta</i>), <i>tocar</i> (<i>toco, toca</i>)¿Qué haces?, ¿Qué hace(n)?¿En qué trabaja(n)?	Culture Connections: Traditional Soups, p. 226	
3 Las herramientas de trabajo	<ul style="list-style-type: none">identify tools used by different professionalsexplain how some work tools are used	<ul style="list-style-type: none">verbs: <i>usar</i> (<i>uso, usas, usa</i>), <i>trabajar</i> (<i>trabaja con</i>)	Culture Connections: <i>Las herramientas</i> , p. 234	
4 Los lugares de trabajo	<ul style="list-style-type: none">identify places where professionals workdescribe professionals in their communities	<ul style="list-style-type: none">verbs: <i>trabajar</i> (present forms)	Culture Connections: <i>¿Dónde trabaja?</i> , Build Background, pp. 240–241	

Unit 8 • Cuba • Nuestras celebraciones

Themes	Language Functions	Structures	Culture	
1 Las fiestas	<ul style="list-style-type: none">identify and name some items needed for a partyexpress what they would do to prepare for a birthday party	<ul style="list-style-type: none">verbs: <i>celebrar, preparar, beber, comer</i>	Culture Connections: <i>Piñatas</i> , p. 252	Writing: <i>Mi fiesta de cumpleaños</i> Investiga la cultura: <i>Calle Ocho</i>
2 Los cumpleaños	<ul style="list-style-type: none">identify activities people do at celebrationsdescribe feelings at celebrationsstate the time of an event	<ul style="list-style-type: none">verbs: <i>cantar</i> (<i>cantan</i>), <i>jugar</i> (<i>juegan</i>)¿Cuántos años tienes?Tengo ____ años.a la/las ____ de la mañana/tarde	Culture Connections: Birthday Games, p. 258; <i>Churros con chocolate</i> , p. 262	
3 Las celebraciones	<ul style="list-style-type: none">describe community celebrationscompare singular and plural forms of nouns	<ul style="list-style-type: none">verbs: <i>bailar</i> (<i>bailan</i>)	Culture Connections: Carnival Celebrations, p. 268; <i>Calle Ocho</i> , p. 272	
4 Las tradiciones	<ul style="list-style-type: none">name several traditional Cuban musical instrumentsdescribe situations, objects, moods, and climate conditionscompare celebrations		Culture Connections: Cuban Music, p. 278	

Unit 1

Nos conocemos

Essential Question

How do we use language to build relationships in the community?

Unit Objectives

By the end of this unit, students will be able to:

- greet and say goodbye to children their own age at different times of the day.
- introduce themselves to new friends and classmates.
- name family members and introduce them to others.
- identify and describe friends, events, and objects.
- interact with others in a culturally appropriate manner.
- describe a festival in Mexico and compare it to an event in their community.

Discuss the Unit

- Explain to students that they are following Lisa and Tony on a trip through seven Spanish-speaking countries. In this unit, students learn about the country of Mexico, and about how people meet, greet, and say goodbye to each other in Spanish; the names of family members; and about some Mexican celebrations.
- Explain that Mexico is one of many countries where Spanish is spoken. Display a map of North America and show Mexico's proximity to the United States. Point to Mexico City and mention that it is the capital of Mexico and compare to Washington DC, the capital of the United States.
- Discuss the images on the unit opener pages. Have students share what they know about Mexico. Point to the *sombrero* and tell students that this type of hat is worn at celebrations or special events.

UNIDAD 1

Nos conocemos



Cenote en Chichén Itzá



- Point to the *piñata* and explain that *piñatas* are filled with candy and toys at parties and then broken so that the children can collect the treats.

Global Teaching Strategy

Since the titles and direction lines in the student book are in Spanish, it is suggested that you always read the titles and direction lines aloud, ask students to repeat, and then make a connection with English, as necessary. This will help students assimilate syntax and vocabulary that may not be actively taught.



Objetivos

Voy a pensar sobre...

¿Cómo usamos el lenguaje para relacionarnos en la comunidad?

Voy a aprender sobre...

- saludos y despedidas.
- los amigos.
- la familia.
- un festival.

Playa en Acapulco



Plaza en Oaxaca



Descubre México



PRODUCTS AND PERSPECTIVES

Preview the Unit

Saludos y despedidas

Point to the top image on page 10 and read the caption *Parque en Cozumel* (Park in Cozumel). Explain that in this lesson Lisa and Tony will meet and greet María and Diego, their new Mexican friends in the park.

Los amigos

Point to the bottom image on page 10 and read the caption *Cenote en Chichén Itzá* (Cenote in Chichén Itzá). Tell students that Chichén Itzá is an ancient city in Mexico. Explain that Lisa and Tony will meet more friends there.

La familia

Point to the top image and read the caption *Playa en Acapulco* (Beach in Acapulco). Tell students that Acapulco is a popular vacation spot in Mexico. Explain that Lisa and Tony will meet María's family at the beach.

Un festival

Point to the bottom image and read the caption *Plaza en Oaxaca* (Plaza in Oaxaca). Explain that they will learn about a celebration that takes place in the Mexican city of Oaxaca every spring.

Guiding Questions

You may pose the following guiding questions at the beginning of each lesson. Explain to students that they will be able to answer them at the end of each lesson.

Lesson 1

¿Cómo nos saludamos y despedimos?

How do we greet and say goodbye to one another?

Lesson 2

¿Cómo te presentas a los amigos nuevos?

How do you introduce yourself to new friends?

Lesson 3

¿Quiénes son los miembros de una familia? Who are the members of a family?

Lesson 4

¿Quiénes son tus amigos?

Who are your friends?

Lección 1 Saludos y despedidas

Lesson Overview

Lesson Objectives

Guiding Question:

¿Cómo nos saludamos y despedimos? How do we greet and say goodbye to one another?

Language Functions:

Students will be able to:

- use different greetings and goodbyes.
- introduce themselves to others.

Cultural Understanding:

Students will understand:

- that Spanish speakers greet each other differently depending on the time of day.
- that soccer is the most popular sport in Mexico.

Language Arts:

Students will be able to recognize and predict the order of events.

Vocabulary

El estadio

Hola.	Mucho gusto.
Adiós.	Buenos días.
amigo/amiga	Buenas tardes.
Yo me llamo...	Buenas noches.

Structures

sí
no
primero
después
por último

Additional

estadio	Despídete.
fútbol	Preséntate.
Saluda.	¿Quién es...?

I Can Statements

- | | |
|--|--|
| <ul style="list-style-type: none">• I can say hello and goodbye at different times of the day.• I can introduce myself to a friend. | <ul style="list-style-type: none">• <i>Puedo saludar y despedirme durante el día.</i>• <i>Puedo presentarme a un amigo o una amiga.</i> |
|--|--|

Evidence of Learning

Formative

- Online practice: *Unidad 1, Lección 1*
- *Cuaderno de práctica*: pp. 5-7
- Close activities: pp. 13, 15, 17
- *Repasa*: p. 19
- Write out simple dialogues and cut them up into strips. Have students put them in the correct order.

Summative Performance Assessment

- *Álbum de recuerdos*, p. 19 – *Hoja de actividad 12*. Expansion: Ask students to draw themselves with one of their friends on the back of the activity sheet. Ask them to add speech bubbles and write *Adiós* with the appropriate names.
- Activity: Introduce a class mascot, puppet, etc., and have students present themselves and greet the new class friend (*amigo/amiga*).
- *Aplica*: p. 19

Meeting the Standards

	Mode of Communication/Activities	Connection to Lesson Objectives
Communication and Culture	Interpersonal <ul style="list-style-type: none">• <i>¡Hola!</i>, pp. 12-13• <i>El estadio</i>, Act. C, p. 15• <i>Hola y adiós</i>, Act. B, p. 17• <i>Buenos días, buenas tardes, buenas noches</i>, Act. B, p. 18• <i>Aplica</i>, p. 19	<ul style="list-style-type: none">• Learn different ways to greet others and how to introduce yourself and others.
	Interpretive <ul style="list-style-type: none">• <i>El estadio</i>, p. 14-15• <i>¿Qué recuerdas?</i>, Act. B, p. 16• <i>Cuaderno de práctica</i>, pp. 5-7	<ul style="list-style-type: none">• Read and listen to different dialogues and identify how people introduce themselves, greet people, and say goodbye.
	Presentational <ul style="list-style-type: none">• <i>Hola y adiós</i>, p. 17	<ul style="list-style-type: none">• Present yourself to others and greet people politely.
Connections	<ul style="list-style-type: none">• Science: <i>Parque en Cozumel</i>, pp. 12-13	<ul style="list-style-type: none">• Identify places in your area where marine life or wildlife is protected.
Comparisons	Language <ul style="list-style-type: none">• Activity: Using the character cutouts, ask students to role-play the different ways we greet each other in culturally appropriate manners.	<ul style="list-style-type: none">• Understand that different greetings are used depending on the relationship to the person in the conversation.
	Culture <ul style="list-style-type: none">• The Aztec Stadium, p. 14• Greetings and Goodbyes, p. 15	<ul style="list-style-type: none">• Understand that a variety of sports are popular all around the world.• Understand that there are different customs used when greeting others.
Communities	<ul style="list-style-type: none">• Activity: Ask students to practice saying hello and goodbye to adults they know. Ask them to teach their parents or other family members how to greet one another in Spanish.	<ul style="list-style-type: none">• Use greetings and goodbyes with members of the community.

Additional Components

Print

Cuaderno de práctica: pp. 5–7
Hojas de actividad: 6, 11, 12
Character Cutouts: Diego, Lisa, María, and Tony
Tarjetas fotográficas: fútbol, estadio

Online

Access online resources in *Unidad 1, Lección 1*.

- Smartbook presentations and activities with audio support.
- Animated Video Virtual Chats for communication activities.
- Cultural Videos to explore products and practices.
- and so much more!

Saludos y despedidas

DAY
1

México • Lesson 1

Language Functions

Students will be able to:

- use different greetings and goodbyes.
- introduce themselves to others.
- recognize and predict the order of events.

Culture Objective

Students will understand that Spanish speakers greet each other differently depending on the time of day.

Vocabulary

El estadio

Hola.
Adiós.
amigo/amiga
Yo me llamo...
Mucho gusto.
Buenos días.
Buenas tardes.
Buenas noches.

Structures

sí
no
primero
después
por último

Additional

estadio
fútbol
Saluda.
Despídete.
Preséntate.
¿Quién es...?

Materials

Bean bag or small ball; images of activities taking place in the morning, afternoon, and evening; empty plastic bottle

Guiding Question

¿Cómo nos saludamos y despedimos? How do we greet and say goodbye to one another?

Write the question on the board, or create a sentence strip and place it in a sentence strip chart or attach it to the wall. Read the question and have students repeat it after you. Have volunteers try to answer the question. Explain to students that by the end of the first lesson, they will be able to greet each other and say goodbye to each other in Spanish.

Activate Prior Knowledge

Preview Vocabulary

- Write the word *amigo* (friend [boy]) on the board and have students repeat after you. Repeat with *amiga* (friend [girl]).
- Then wave to a boy and say *Hola, amigo*. (Hi, friend.) Wave to a girl and say *Hola, amiga*. (Hi, friend.) Have students



INTERPERSONAL

Unidad 1 • Lección 1

Saludos y despedidas



12 Nos conocemos

turn to the person on their right and greet their classmate by waving and saying *Hola, amigo* (to a boy) and *Hola, amiga* (to a girl). Have that child greet his or her classmate in return.

Build Background



PRODUCTS AND PERSPECTIVES

- Direct students' attention to the image on pages 12–13. Point to Tony and ask *¿Quién es él?* (Who's he?) Elicit: *Él es Tony*. (He's Tony.) Repeat with Lisa by asking: *¿Quién es ella?* (Who's she?) Elicit: *Ella es Lisa*. (She's Lisa.) Point to the first letter of the childrens' names and the photo captions. Ask what they notice about the first letter in the names and places. Elicit: *Son mayúsculas*. (They are capital letters.)
- Read the caption *Parque en Cozumel* (A park in Cozumel). Explain that Lisa and Tony are waiting in line to swim at Chankanaab National Park in Cozumel. Explain that Chankanaab is an area that protects marine life, such as dolphins and sea turtles. Also explain that Cozumel is a small island off the coast of the Yucatán Peninsula of



¡Hola!



► Ahora tú.

Hola...

Mexico 13

Mexico, where many people visit to swim, to go to parks, and to go sightseeing.

- Ask students if they have ever been to or seen a similar park or place. You can use the Internet to find pictures or a virtual tour of this area to show students.
- Point to the other girl on the page and say *Ella es María*. (She's María.) Ask students what they should say to her. Elicit *Hola* (Hello) or *Hola, amiga* (Hello, friend). Have students wave to María and greet her in Spanish.

Language in Context

- Read the dialogue on page 12 as students follow along. Then have students chorally repeat the dialogue after you.



Character Cutouts Display the figures of Lisa, María, and Tony. Use them to role-play the dialogue as you read the speech bubbles again. Allow volunteers to use the cutouts to act out the dialogues.

Day 1

- Read the title on page 13, *¡Hola!* (Hello!) and have students repeat. Then read each speech bubble while waving to a girl or to a boy. Have students repeat after you.
- Say *Ahora tú*. (Now it's your turn.) Then toss a beanbag (or a ball) to a student and say: *Saluda a un amigo o una amiga*. (Say hello to a friend.) That student tosses the beanbag to a friend and says: *Hola, amigo* (if a boy) or *Hola, amiga* (if a girl). Then have the student receiving the beanbag say the appropriate greeting in return. Continue so that all students have a chance to participate.

Predict



INTERPRETIVE

Explain to students that, on the following page, they will read some dialogues. Have them turn to page 14 and ask them what they think the characters might be talking about. Draw a word web on the board and write the phrase *Yo creo que hablan sobre...* in the center oval. Read the phrase and tell students that it means "I think they (the characters) are talking about..." Elicit words and ideas by referring students to pages 12–13 as well as to this lesson's Guiding Question. Encourage students to use Spanish in their answers as much as possible. Write students' words and ideas in separate ovals around the web, and do not erase the web until you confirm predictions after the reading.

Close



INTERPERSONAL

Role-play Invite three volunteers to role-play the dialogue on page 12. Repeat the activity with other groups of three until all students have had a chance to participate.



Read



El estadio

Warm-up

- Explain to students that the characters left Cozumel and are now attending a soccer match at Estadio Azteca, where Lisa and Tony will meet Diego, one of María's friends.

Tarjetas fotográficas Direct students to page 14. Read the title, *El estadio* (The stadium), and have students repeat it. Display the card for *fútbol* (soccer). Say the word and have students repeat it. Clarify that, in Mexico, the American sport of football is called *fútbol americano*.

Vocabulary Development

Tarjetas fotográficas Ask students if they have ever been to a soccer stadium. Display the card for *estadio*. Ask them to imagine that they are in a stadium and discuss what can be seen there. Ask: *¿Qué ves en un estadio?* (What do you see in a stadium?) Elicit: *jugadores* (players), *sillas* (seats), *comida* (food), *campo* (field), and *fanáticos* (fans). Use additional images from the Internet or from the *Tarjetas fotográficas* to assist with understanding.

- If time allows, do some of the suggested activities on the back of the cards.

The Aztec Stadium



PRODUCTS AND PERSPECTIVES

El fútbol es el deporte más popular en México. El Estadio Azteca es un estadio de fútbol que está en Ciudad de México, la capital de México. Es uno de los estadios más grandes del mundo.

Soccer is the most popular sport in Mexico. The Estadio Azteca is a soccer stadium in Ciudad de México (Mexico City), Mexico's capital. It's one of the largest stadiums in the world.

Ask: *¿Por qué creen que el estadio de fútbol en México es tan grande?* [*El fútbol en México es muy importante.*] Why do you think the soccer stadium is Mexico is so big? [Football is very important in Mexico.]

- Review the word *Hola* by waving hello to students and saying the word. Then walk toward the door as if you're leaving and wave goodbye while saying *Adiós*. Have students repeat.
- Ask for a volunteer to come to the front of the class. Say to the student: *Yo me llamo _____* [your first name]. (My name is _____.) Have the student say the same sentence with his

El estadio



14 Nos conocemos

or her name. Remind students that all the names begin with a capital letter.

- Then shake hands and say *Mucho gusto, _____*. (Pleased to meet you, _____.) Explain that *Mucho gusto* is not considered a greeting, but is used after one person is introduced to another. Have the entire class repeat the words and the gestures after you.

Echo Read

- Read the dialogues on page 14 and have students follow along. Conduct an echo read of the dialogues, having students gradually repeat words, phrases, and then sentences after you.



Play the audio and have students listen and repeat.

Teaching Suggestions: Reading Skills

Identify Things and People Ask these questions:

Point to each character and ask *¿Quién es él/ella?* (Lisa, Tony, María, Diego) Who's he/she? (Lisa, Tony, María, Diego)

A. Escucha y repite.



Hola



Mucho gusto



Adiós



amigo amiga

B. Completa. Lee en voz alta.



1. Hola



2. Adiós



3. Mucho gusto

C. Conversa con un amigo y una amiga.



1. Saluda a un amigo.
2. Despidete de una amiga.

México 15

Point to the stadium and ask *¿Qué es esto? (un estadio [de fútbol])* What's this? (a [soccer] stadium)

Expand Ask these questions:

¿Qué dicen los niños para saludarse? (hola) What do the children say when greeting someone? (hello)

¿Qué dice Tony para presentarse a Diego? (Yo me llamo Tony.) What does Tony say to introduce himself to Diego? (My name is Tony.)

¿Qué dicen los niños para despedirse? (adiós) What do the children say when saying goodbye? (goodbye)

Apply Ask these questions:

¿Qué dices cuando te presentas a un nuevo amigo o una nueva amiga? (Hola. Yo me llamo ____.) What do you say when you're meeting a new friend? (Hi. My name is ____.)

Day 2

Differentiated Instruction



Benchmark Assist students having minor difficulties pronouncing words and phrases like *hola*, *adiós*, and *mucho gusto* by having them listen to the dialogues on the audio and repeating them several times.



Challenge On four sheets of paper, write *Hola*, *Yo me llamo* ____, *Mucho gusto*, and *Adiós*. Attach the papers to the board or the wall, leaving a few feet between them. Have volunteers form pairs and stand next to each sign. Then have them read and act out the word or phrase. Repeat with other volunteers.

Practice and Apply



INTERPRETIVE
INTERPERSONAL

Direct students' attention back to the predictions on the board. Read each prediction and have students respond *Sí* (Yes) if the prediction was correct, or *No* (No) if it was incorrect.

- A. Ask students to turn to page 15. Ask volunteers to read the expressions.
- B. **Interpretive** Have students fill in the blanks with the correct words to match the illustrations. Encourage them to look at page 14 for help if necessary. Ask volunteers to share their answers and have the entire class repeat.
- C. **Interpersonal** Read each statement and have students perform the appropriate action.

Greetings and Goodbyes



PRACTICES AND
PERSPECTIVES

En México, las niñas y las mujeres suelen besarse en las mejillas cuando se saludan y se despiden.

In Mexico, girls and women usually kiss each other's cheeks when saying hello and goodbye.

Ask: *¿Qué hacemos aquí?* (What do we do here?)



Cuaderno de práctica, p. 5 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



PRACTICES AND PERSPECTIVES

Role-play Have students form small groups to reenact the dialogue on page 14, using their own names in place of the characters' names. Ask groups of students to present their dialogues to the class.

Check Comprehension



¿Qué recuerdas?

- Direct students to page 16, *¿Qué recuerdas?* (What do you remember?) activities. Tell students that the following activities refer to the dialogues on pages 14 and 15.

A. Read the direction. Demonstrate *Sí* (Yes) by nodding your head and *No* (No) by shaking your head.

- Interpretive** Read each statement under the illustrations and have students repeat. Tell students to say *Sí* if the word matches the illustration, or *No* if it doesn't. Ask what clues in the pictures helped them determine their answer.
- For each statement that was answered with *No*, have students tell what the correct answer would be and why. Elicit that the first one should be *Adiós*, because María is walking away and waving goodbye to Tony. The last should be *Mucho gusto* because Tony and Diego are shaking hands after introducing themselves to each other.

- Write the sequencers *primero*, *después*, and *por último* on the board. Underneath each expression draw three steps in an event, such as a seed in the ground under *primero*, sunshine and rain falling on the seedling under *después*, and a flower blooming under *por último*. Say the words while pointing to each picture and have students repeat.

B. **Interpretive** Read the dialogue in each picture and have students repeat. Help students identify and point to the scene that happens first, then, and last according to the dialogues on page 14 by asking:

¿Qué pasa primero? What happens first?

¿Qué pasa después? What happens then?

¿Qué pasa por último? What happens last?

- Elicit: *Primero: Hola. Yo me llamo Tony. Después: Mucho gusto. Yo me llamo Diego. Por último: Adiós. Adiós, amigo.*

Character Cutouts: Role-play Have volunteers use the cutouts for Lisa, Tony, María, and Diego to role-play the scenes from page 16 in the correct order of events. Repeat to allow all students a chance to participate.

¿Qué recuerdas?

A. ¿Sí o no?



1. Mucho gusto.

No



2. Hola.

Sí



3. Adiós.

No

B. Ordena.



Por
último



Primero

Después

16 Nos conocemos

Teaching Suggestions: Reading Skills

Recognize Sequence Ask students to name the words for “first”, “then” and “last” from the board. Help them repeat the sequencers: *primero*, *después*, *por último* several times.



Hoja de actividad 6—Apply Distribute activity sheet 6 and ask students to draw pictures to show the sequence of events in the dialogues on page 14: greeting, introducing yourself, saying goodbye. Have students copy the correct sequencers under each picture.



Hoja de actividad 6—Critical-Thinking Skills Distribute activity sheet 6 and ask students to draw pictures to show the sequence of events in the dialogues on page 14. Have students write phrases or sentences to explain their drawings. Encourage students to use the sequencers as well as greetings, goodbyes, and other vocabulary words such as *estadio* and *fútbol*. Have students share their work with the class.

Hola y adiós

A. Completa. Lee en voz alta.



B. Conversa.



México 17

Differentiated Instruction

Intensive Help students who exhibit or have been identified as having a learning disability by playing a game to practice greetings. Have students sit in a circle. Explain that you will act out a word or phrase based on the gestures already introduced, and they will say *Sí* if you do it correctly or *No* if you do it incorrectly. First, perform the actions correctly. Enter the circle and say *Hola*. Next, shake a student's hand and say *Yo me llamo ____*. *Mucho gusto*. Leave the circle while waving and saying *Adiós*. Then perform the actions incorrectly so students can answer *No*. Repeat and vary between correct and incorrect gestures.



Challenge Encourage more-advanced students and/or heritage speakers to come up with sentences to explain the order of events of something they do every day, such as getting ready for school or getting ready for bed. Remind students to include the expressions *primero*, *después*, and *por último* in their sentences. Have students present their sentences to the class.

Day 3

Scaffold and Apply



PRACTICES AND PERSPECTIVES

Hola y adiós

- A. Read the title, *Hola y adiós* (Hello and goodbye), and directions, *Completa. Lee en voz alta*. (Complete. Read aloud) and have students repeat. Write *hola*, *adiós*, and *mucho gusto* on the board. Tell students that they will complete each of the conversations with one of these expressions.
- Interpretive** Read and model pronunciation and intonation of the first frame. Have students look at the actions in the picture and tell which expression best completes the dialogue. Then read the sentence with the correct answer and have students repeat after you.
 - Interpersonal** Repeat the procedure with the other frames. Then have students act out the scenes with the complete sentences.
- B. **Interpersonal Cooperative Task** Read the direction *Conversa* (Talk) and have the class repeat. Organize small groups to create dialogues using the expressions in the boxes. Remind students that before using the term *Mucho gusto* (Pleased to meet you), they should first introduce themselves using the phrase *Yo me llamo ____*.
- Presentational** Allow students to present their dialogues to the class.



Cuaderno de práctica, p. 6 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



PRACTICES AND PERSPECTIVES

Invite students to think of more situations in which the expressions *Hola*, *Yo me llamo ____*, *Mucho gusto*, and *Adiós* can be used, such as meeting your teacher or greeting your new soccer coach. Have students act out some of these situations using the greetings and goodbyes in Spanish.

Investigate Cultures



PRACTICES AND PERSPECTIVES

Buenos días, buenas tardes, buenas noches

- Read the title, *Buenos días, buenas tardes, buenas noches* (Good morning, good afternoon, good night), and have the class chorally repeat. Explain that these three phrases are used in Spanish-speaking countries at different times of the day when greeting teachers, family, and friends.

A. Read the direction: *Escucha y repite* (Listen and repeat). Then read the three dialogues and have students repeat after you. Discuss what is happening in each picture, and which one represents the morning, the afternoon, and the evening.

B. **Interpersonal** Greet the students with one of the three phrases and tell them to point to the corresponding picture and phrase. Have students turn to the person next to them and say that greeting. Repeat with the other two greetings.

Teaching Suggestions

Role-play Invite volunteers to role-play all three dialogues from activity A.

Expand Display images that illustrate morning, afternoon, and evening. Point to one and ask students what phrase they would use to greet someone at that time. Elicit: *Buenos días*, *Buenas tardes*, or *Buenas noches* accordingly.

Role-play Have pairs of students create their own dialogues using their names and the new greetings. Have them say where they are and what they're doing and then act out the dialogues in front of the class.

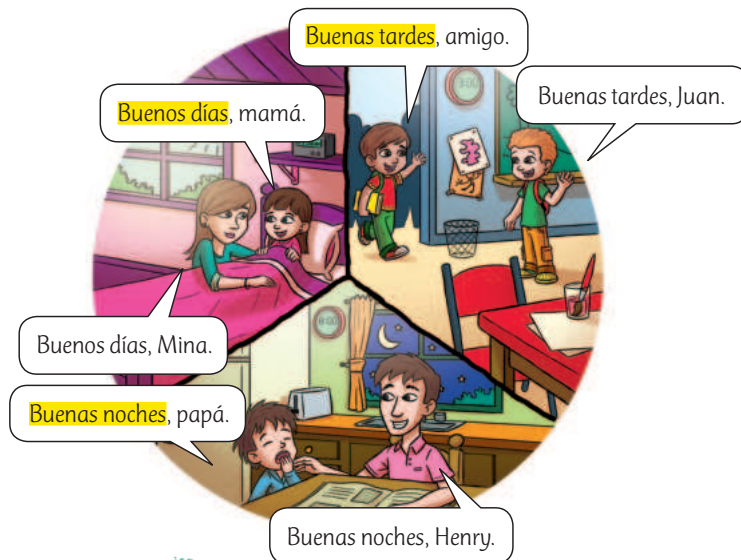
Differentiated Instruction

Benchmark Assist students having minor difficulties understanding when each greeting is used by focusing on one greeting at a time. Display an appropriate image to prompt them. Have students repeat and practice using the new greeting before learning the other greetings.

Challenge Ask more-advanced students and/or heritage speakers to create dialogues using additional greetings. These can include *¿Qué tal?* (What's happening?), *¿Cómo estás?* (How are you?), *Hasta luego*. (See you later.), *Hasta mañana*. (See you tomorrow.), and *Nos vemos pronto*. (See you soon.) Have students present their dialogues to the class.

Buenos días, buenas tardes, buenas noches

A. Escucha y repite.



B. Conversa.



Buenos días.



Buenas tardes.



Buenas noches.

Multiple Intelligences



Interpersonal

- On separate cards write the commands *Saluda a un amigo o una amiga*. (Greet a friend.) *Despídete de un amigo o una amiga*. (Say goodbye to a friend.) *Preséntate a un amigo o una amiga*. (Introduce yourself to a friend.)
- Have students sit in a circle and spin an empty plastic water or soda bottle in the middle. When the bottle stops, show a card to the student to whom the bottle is pointing. Have the student perform the command on the card.
- Repeat and continue until all students have had an opportunity to participate.

Repasa

- saludos y despedidas

Aplica

1. Saluda a una amiga.
2. Despidete de un amigo.



¡A escribir!



Tema: Mis amigos

Vas a escribir sobre tus amigos.

1. Piensa en tus amigos y escribe sus nombres.
2. ¿Qué haces con ellos?
3. Escribe palabras o dibuja tus ideas.



Puedo...

- Puedo saludar y despedirme durante el día.
- Puedo presentarme a un amigo o una amiga.



¡Sí, puedo!☐
Con ayuda☐
Todavía no☐

México 19

Review and Apply



INTERPERSONAL

Read the topic under *Repasa* and review with students the concepts and vocabulary learned throughout the lesson. Have students use the activity as a self-assessment and ask them to evaluate their progress according to the *Puedo...* statements and simple rubric.



Informal Assessment

- For the *Aplica* activity, read the two Spanish instructions and have students work with a partner to carry them out.
- Have students perform the *Aplica* tasks in writing or orally using an online Portfolio system. Be sure that all students get a chance to participate, and evaluate students' performance.
- Observe whether students are able to perform the actions without your assistance. Model the activity if needed.
- Revisit the Guiding Question for the lesson and ask students to answer it using concepts and vocabulary learned during the lesson.

Day 4



Cuaderno de práctica, p. 7 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Culminating Activities



PRESENTATIONAL



¡A escribir! Writing Process: Step 1

- Explain to students that in the next few lessons they will prepare illustrated stories about their friends.
- Explain to students that in this lesson they are at the *Planifica* stage, or planning stage of writing. Discuss the meaning of the stage and ask students to write down some words and ideas about their friends and what they do together.



Álbum de recuerdos



Hoja de actividad 11 Tell students that they will create their own *álbum de recuerdos* as they accompany Lisa and Tony on their travels. Distribute activity sheet 11. Have students write their name and draw a picture of themselves and their family next to Lisa and Tony. Then have them glue the page to the front of their *álbum*.



Hoja de actividad 12 Distribute activity sheet 12. This can be a home connection activity.

- Read the directions and explain to students that they should draw themselves in the illustration greeting Diego. Students can add a speech bubble with *Hola* written inside. Allow time for students to color and decorate the page. Then have students cut out their *recuerdo* and glue it in their *álbum*.
- See the lesson planner to expand this activity for students' Portfolio.

Lección 2 Los amigos

Lesson Overview

Lesson Objectives

Guiding Question:

¿Cómo te presentas a los amigos nuevos? How do you introduce yourself to new friends?

Language Functions:

Students will be able to:

- ask another person his or her name.
- predict and retell the sequence of events.

Cultural Understanding:

Students will understand:

- that *cenotes* were important to the Mayan community and are still important today.
- that the ancient pyramids in the city of *Chichén Itzá* are important cultural heritage sites.

Language Arts:

Students will be able to recognize vowels and initial vowel sounds in Spanish.

Vocabulary

Las pirámides

amigos/amigas
niño/niña

Las vocales

a, e, i, o, u

Structures

¿Cómo te llamas tú?
Yo me llamo...

Additional

mapa
pirámide
¿Quién es...?
¿Quiénes son...?

I Can Statements

- I can greet others and introduce myself to them.
- I can ask for someone's name.
- Puedo saludar y presentarme a otros.*
- Puedo preguntar el nombre de otro.*

Evidence of Learning

Formative

- Online practice: *Unidad 1, Lección 2*
- Cuaderno de práctica*: pp. 8-10
- Close activity: p. 23

Summative Performance Assessment

- Álbum de recuerdos*: p. 27 - *Hoja de actividad 13*. Expansion: Using the question/answer in the *Hoja de actividad* as a model, call on students individually, asking them *¿Cómo te llamas tú?* Remind them to substitute their own name when they answer the question.
- Activity: Have students create an illustration of *Chichén Itzá* like the photo on p. 22. Ask them to make speech bubbles like they see in their books, and fill them in with the appropriate vocabulary. They can change the characters' names to reflect themselves and their friends.
- Aplica*, p. 27

Lesson Planner

Meeting the Standards

	Mode of Communication/Activities	Connection to Lesson Objectives
Communication and Culture	Interpersonal <ul style="list-style-type: none"> • <i>¿Cómo te llamas?</i>, pp. 20-21 • <i>Las pirámides</i>, Act. C, p. 23 • <i>Aplica</i>, p. 27 	<ul style="list-style-type: none"> • Learn how to ask for someone's name, and how to say what your name is.
	Interpretive <ul style="list-style-type: none"> • <i>Las pirámides</i>, Act. B, p. 23 • <i>Un mapa de México</i>, Act. B, p. 26 • <i>Cuaderno de práctica</i>, pp. 8-10 	<ul style="list-style-type: none"> • Scan text and images to make predictions about events in a reading. • Review expressions used to sequence events.
	Presentational <ul style="list-style-type: none"> • <i>Close</i>, p. 21 • Multiple Intelligences, p. 26 • <i>¡A escribir!: Escribe</i>, p. 27 	<ul style="list-style-type: none"> • Present events in order, using sequencers. • Present conversations that show how to give your name, and ask for another person's name.
Connections	<ul style="list-style-type: none"> • Science: Cenotes, p. 20 • Mathematics: Pyramids, p. 22 	<ul style="list-style-type: none"> • Learn about the different water sources. • Recognize geometric shapes found in pyramids.
Comparisons	Language <ul style="list-style-type: none"> • Build Background, p. 20 • Spanish to English: Vowels, p. 24 	<ul style="list-style-type: none"> • Understand that there are words that look and sound similar in both Spanish and English, and that Spanish vowels have a single sound, unlike English.
	Culture <ul style="list-style-type: none"> • Activity: Find and watch an online video with people in Mexico saying simple hellos to each other and asking/giving names in Spanish. Have students notice any body language associated with these exchanges. 	<ul style="list-style-type: none"> • Recognize that in some cultures, it is customary to have some physical contact with the person with whom you are speaking.
Communities	<ul style="list-style-type: none"> • Language in Context, p. 21. Expansion: Have students interact with their school community by teaching the song to others. 	<ul style="list-style-type: none"> • Use greetings and goodbyes with members of the community.

Additional Components

Print

Cuaderno de práctica: pp. 8-10

Hojas de actividad: 13

Character Cutouts: Clara, Jorge, Lisa, María, and Tony

Alphabet Picture Cards: *a, e, i, o, and u*

Tarjetas fotográficas: pirámide

Online

Access online resources in *Unidad 1, Lección 2*.

- Smartbook presentations and activities with audio support.
- Animated Video Virtual Chats for communication activities.
- Cultural Videos to explore products and practices.
- and so much more!

Los amigos

DAY
1

México • Lesson 2

Language Functions

Students will be able to:

- ask another person his or her name in Spanish.
- predict and retell the sequence of events.

Culture Objective

Students will understand that ancient Mayan sites are important resources in Mexico's cultural heritage.

Vocabulary

Las pirámides
amigos/amigas
niño/niña

Structures
¿Cómo te llamas tú?
Yo me llamo...
a, e, i, o, u

Additional
mapa
¿Quién es...?
¿Quiénes son...?

Guiding Question

¿Cómo te presentas a los amigos nuevos? How do you introduce yourself to new friends?

Write the question on the board, or create a sentence strip and place it in a sentence strip chart or attach it to the wall. Read the question and have students repeat it after you. Have volunteers try to answer the question. Explain to students that by the end of the lesson, they will be able to greet and introduce themselves to someone.

Activate Prior Knowledge



Preview Vocabulary

Character Cutouts Hold up the cutout for Tony. Pretend he can talk by saying *Yo me llamo Tony*. (My name is Tony.) Have students repeat.

- Then, with your other hand, hold up the cutout of Lisa. Have Tony turn to Lisa and ask *¿Cómo te llamas tú?* (What's your name?) The character of Lisa says *Yo me llamo Lisa*. (My name is Lisa.) Have students repeat.
- Then pretend that a character is talking to a student in the classroom. The character asks *¿Cómo te llamas tú?* Assist the student in responding with *Yo me llamo _____*. Continue the activity until all students have had a chance to participate.
- Introduce the new character by saying *Él es Jorge*. (He is Jorge.) Then introduce the other girl by saying *Ella es Clara*. (She is Clara.) Have students repeat. Display the Character

Unidad 1 • Lección 2

Los amigos



Hola niña, hola niña.
¿Cómo estás? ¿Cómo estás?
Yo me llamo Lisa. ¿Tú cómo te llamas?
Yo me llamo María.



20 Nos conocemos

Cutouts of Tony, Lisa, María, Jorge, and Clara. Have students practice greeting each character using words and phrases they have already learned.

Build Background



- Direct students' attention to the lesson opener image. Point to Lisa's camera and say *cámara*. Tell students that there are some words that look or sound similar in both Spanish and English. Through the year keep a list of these similar words on a chart titled *Palabras similares*. Place the word *cámara* on this *Palabras similares* chart.
- Draw students' attention to the bottom image on page 21. Read the caption: *Cenote en Chichén Itzá*. Explain that Tony and Lisa will see a *cenote*, a natural well, when they visit Chichén Itzá.

¿Cómo te llamas?

Yo me llamo María.

Yo me llamo Tony.

Yo me llamo Lisa.

Ahora tú.

Yo me llamo...

Cenote en Chichén Itzá

México 21

Day 1



First play the audio of the song and have students listen along to “Fray Felipe” so they become familiar with the tune. Then have the class follow along with the lyrics on page 20. Have students identify familiar words or phrases.

- Play the song again and perform hand gestures: wave for *Hola*, point to yourself for *Yo me llamo* and point to another person for *¿Tú cómo te llamas?* Have students repeat the gestures with you.



Character Cutouts Repeat the song again and have students sing along while you act out the lyrics with the Character Cutouts for Lisa and María.

- Have students look at page 21. Read the title, *¿Cómo te llamas?*, and have students repeat. Then read each character’s statement and again have students repeat.
- Say: *Ahora tú.* (Now it’s your turn.) Arrange students in pairs. Have one student use the sentence starter *Yo me llamo...* Then have that student ask his or her partner *¿Cómo te llamas tú?*, who responds in a complete sentence. Tell students to switch roles and repeat.



INTERPRETIVE

Predict

Explain to students that, on the following page, they will read some dialogues. Have them turn to page 22 and ask them what they think the characters might be talking about. Draw a word web on the board and write the phrase *Yo creo que hablan sobre...* (I think they are talking about...) in the center oval. Elicit words and ideas by referring students back to pages 20–21 as well as to the Guiding Question. Encourage students to use Spanish in their answers as much as possible. Write students’ words and ideas in separate ovals around the web, and do not erase the web until you confirm predictions after the reading.

Cenotes



SCIENCE CONNECTION

Los cenotes son pozos naturales. Los mayas usaban el agua para beber, ya que en esa zona había pocos lagos o ríos. Eran lugares sagrados en la cultura maya.

Cenotes are deep natural wells. The Mayans used the water for drinking, since there are very few rivers or lakes in that area. They were sacred places in Mayan culture.

Ask: *¿Has tomado agua de un pozo? ¿Dónde consigues agua para beber?* Have you had water from a well? Where do you get your drinking water?



INTERPERSONAL

Close

Arrange students in pairs and have them practice singing the song, substituting their names for the characters’ names. If the first line is sung to a boy, change *niña* to *niño*. Then have students in each pair switch lines and repeat the song. Invite volunteers to present their song to the class.

Language in Context



ENJOYMENT AND ENRICHMENT

- Read the lesson title, *Los amigos* (Friends), and have students repeat. Explain that the words on the page are lyrics to a song about two children meeting each other. It is sung to the tune of “Fray Felipe,” the Spanish version of “Are You Sleeping?” (“Frère Jacques”).



Read



Las pirámides

Warm-up

- Direct students to page 22. Explain that the characters are visiting ancient pyramids in the city of Chichén Itzá.

Tarjetas fotográficas Write the word *pirámide* on the board and have students say it with you several times. Then display the corresponding card and ask students to describe it. Draw a triangle and a square on the board and point to them when you read the following information with students.

Pyramids



MATHEMATICS CONNECTION

*Hace muchos años, las personas en algunos países construyeron **pirámides** como parte de su religión o cultura. Cada lado de una pirámide muestra un triángulo. La base es un cuadrado.*

Many years ago, people in some countries built pyramids as part of their religion or culture. Each side of a pyramid is shaped like a triangle. The base is a square.

Ask: *¿Cuántos lados tiene un cuadrado?* [4] *¿Y un triángulo?* [3] (How many sides does a square have?) [4] And a triangle? [3]

Vocabulary Development

Character Cutouts Direct students' attention back to the song lyrics on page 20. Write the word *niña* (girl) on the board. Hold up the cutout of Clara and ask students to read what she says aloud. Ask: *¿Clara es una niña?* (Clara is a girl?) Elicit: *sí/yes*. Tell students to look at the image on p. 22. Then hold up the cutout of Jorge and ask: *¿Jorge es una niña?* Elicit: *No, Jorge es un niño*. Repeat with cutouts of all the children in the image.

Read Aloud

Audio Have students close their books. Read the dialogues and have students listen attentively. Read the dialogues again and have students follow along in their books. Then read the dialogues one more time and have students chorally repeat them. Or play the audio of the dialogues and have students listen to them, and then repeat them.

Las pirámides



22 Nos conocemos

Teaching Suggestions: Reading Skills

Character Cutouts—Recognize Gender of Nouns Use the cutouts of Lisa, Tony, María, Jorge, and Clara to differentiate between *amigo*, *amiga*, *amigos* and *amigas*. Be sure to use a mix of boy and girl characters for *amigos*, and only the girls for *amigas*. Have students repeat all words after you.

- Choose a Character Cutout. Ask: *¿Es un amigo o una amiga?* (Is this friend a boy or a girl?) Elicit: *amigo* for a boy and *amiga* for a girl. Then point to only the boy characters and ask: *¿Son amigos o amigas?* (Are these friends boys or girls?) Elicit: *Son amigos*. (They're boys.) Ask again with a mix of boy and girl characters. Then point to the girls only to elicit *Son amigas*.

Critical-Thinking Skills Ask these questions:

¿Quién es la nueva amiga de Lisa y Tony? (Clara/María es la nueva amiga de Lisa y Tony.) Who's Lisa and Tony's new friend (girl)? (Clara/María is Lisa and Tony's new friend.)

A. Escucha y repite.



¿Cómo te llamas tú?



amigos



Yo me llamo...

B. Une. Lee en voz alta.

1.



Yo me llamo Lisa.

2.



Yo me llamo Clara.

3.



Yo me llamo Jorge.

C. Conversa con un amigo o una amiga.

- ¿Cómo te llamas tú?

Yo me llamo...

México 23

¿Quién es el nuevo amigo de Lisa y Tony? (Jorge es el nuevo amigo de Lisa y Tony.) Who's Lisa and Tony's new friend (boy)? (Jorge is Lisa and Tony's new friend.)

¿Quiénes son los nuevos amigos de Lisa y Tony? (María, Clara y Jorge son los nuevos amigos de Lisa y Tony.) Who are Lisa and Tony's new friends? (María, Clara, and Jorge are Lisa and Tony's new friends.)

Differentiated Instruction



Strategic Help students who exhibit difficulty learning the meaning and/or pronunciation of words from the dialogues by having them listen to the audio several times. Then have students take turns role-playing the dialogues.



Challenge/Role-play Have more-advanced students and/or heritage speakers role-play and extend the dialogues, using words and phrases such as *¿Cómo estás?* (How are you?) and *Él es mi amigo/Ella es mi amiga* ____ [name]. (He's/She's my friend ____.) Allow time for students to present their skits to the class.

Day 2

Practice and Apply



**INTERPRETIVE
INTERPERSONAL**

A. Read the direction and words and have students repeat. Ask for volunteers to read the words.

B. **Interpretive** Read the directions and the sentences, and have students repeat after you. Explain that they have to match the illustrations on the left with the corresponding sentences on the right that state the character's name. Model the first item. Then invite volunteers to give the correct answers.

C. **Interpersonal** Read the direction and have students repeat. Read, explain, and model the action first. Then arrange students in pairs. Tell them to take turns asking for their partner's name using *¿Cómo te llamas tú?* (What's your name?) and answering using *Yo me llamo...* (My name is ...) Finally, have volunteers present their dialogues to the class.



Cuaderno de práctica, p. 8 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



INTERPERSONAL

- Direct students' attention back to the predictions on the board. Discuss whether their predictions were accurate. Read each prediction and have students respond *Sí* (Yes) if the prediction was correct, or *No* (No) if it was incorrect.
- Have students write their names on a folded sheet of construction paper. Allow them time to decorate their nameplates. Then place students in groups of four and tell them to collect the nameplates, shuffle them, and place them in a pile in the center.
- One person chooses a nameplate and shows it to the group. The others in the group say *Hola*. *¿Cómo te llamas tú?* He/She responds with *Hola*. *Yo me llamo* followed by the name on the card.
- The group responds *Sí* if the student has the correct nameplate, and *No* if he or she has the incorrect one. If no, the student places the nameplate back in the pile and waits for his or her turn again. Repeat until all students have their correct nameplate. Groups can also practice using other greetings, such as *Buenos días* (Good morning) or *Buenas tardes* (Good afternoon).

Check Pronunciation



FOUNDATIONAL SKILLS

Las vocales

Spanish to English: Vowels



LANGUAGES

El español y el inglés usan letras para escribir palabras. Las letras pueden ser vocales o consonantes. Las vocales son a, e, i, o, u. Todas las otras letras son consonantes.

Spanish and English use letters to write words. The letters can be vowels or consonants. The vowels are **a, e, i, o, u**. All the other letters are consonants.

Ask: *¿Sabes los nombres de las vocales en español y en inglés?* (Do you know the names of the vowels in Spanish and English?)

- A. Write the five vowels on the board. Point to the *a*. Have students repeat the vowel after you several times. Be sure students produce a sound similar to the “a” in “father.”
- Follow the same procedure for the remaining vowels. For *e*, the sound is similar to the vowel sound in “test” or “met.” For *i*, the sound should be similar to the vowel sound in “me” or “sea.” For *o*, the sound should be similar to the vowel sound in “boat” or “bone.” For *u*, the sound should be similar to the vowel sound in “food” or “tune.”
- Then tell students to listen as you read the five words aloud, emphasizing the beginning vowel sound in each. Have them repeat each word after you several times.
- Write the five words on the board in a different order. Pronounce one of the initial vowels. Invite volunteers to come to the board and circle the word that begins with that sound. Repeat with other volunteers to practice the other vowels.

Las vocales

A. Escucha y repite.



a



amigos

e



estrella

i



isla

o



oso

u



uvas

Teaching Suggestions: Letter Recognition

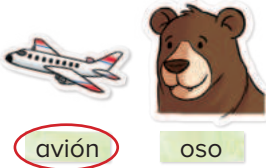


Alphabet Picture Cards—Recognize Vowels Give a vowel to five different students. Ask them to come up and place the letters on the board in alphabetical order. Read the vowels and have the class repeat. Create a short song or rap for students to remember the sounds. For example, you can clap while saying: *a, e, i, o, u. Dímelas ahora tú.* (a, e, i, o, u.) Now you say them too.

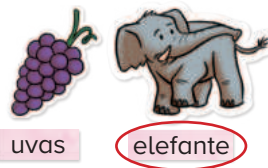
- Randomly place several Alphabet Picture Cards, including the five vowel cards, on the board. Then say a vowel and have a student come to the board, identify the vowel, and say the vowel sound. Repeat with other students for the remaining vowels.
- Say one of the five vowels. Then have students point to and read the word from activity A that begins with that vowel. Repeat with the remaining vowels.

B. Escoge la palabra con...

1. la a.



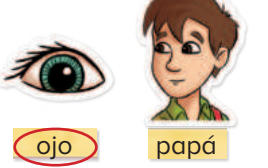
2. la e.



3. la i.



4. la o.



5. la u.



C. Escucha y completa.



1. e lefante

3. a miga

5. u vas

2. o so

4. i mán

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Differentiated Instruction

Intensive Help students who exhibit or have been identified as having a learning disability by focusing on one vowel at a time, such as the vowel *a* in *amigos*. Have them look through the unit for the vowel *a* at the beginning of other words, such as *Adiós* and in the names of children, such as Clara and María.



Challenge Ask more-advanced students and/or heritage speakers to come up with a list of at least five other words that begin with each of the five vowels. Have them share their list with the class.

Day 3

Scaffold and Apply



B. Direct students to activity B. First review the vowel sound for *a*. Then read the direction, *Escoge la palabra con...* (Choose the word with ...), and the first item: *la a* (the *a*). Have students repeat after you.

• **Interpretive** Read the first pair of words. Ask volunteers to say the word that begins with *a*. Elicit: *avión* (airplane). Repeat the procedure with the other vowels. Be sure to point out words with more than one of the target vowels. For example, ask: *¿Cuántas e hay en “elefante”?* (How many *e* are there in “elephant”?)

C. Read *Escucha y completa* (Listen and complete) and have students repeat after you. Write the first word, *elefante*, on the board with the missing initial letter. Then read the word as if it were complete without the missing vowel and have students repeat after you.

• Write the letter *a* in the blank and read the word. Then ask *¿Es correcto, sí o no?* (Is that correct or not?) Repeat with each vowel until the correct one is chosen and the word is spelled correctly. Students can look for corresponding images on the pages to assist them. Repeat the process with the remaining words in activity C.



Cuaderno de práctica, p. 9 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



INTERPRETIVE

• Write the words below on separate sentence strips. Read each word and have students repeat. Emphasize the initial vowel sound.

animal (animal)

abanico (fan)

estadio (stadium)

edificio (building)

idea (idea)

iguana (iguana)

ocho (eight)

olivo (olive)

unicornio (unicorn)

uniforme (uniform)

• Place the strips randomly on the board. Have students volunteer to match words that have the same initial vowel sound. Once a match is made, have the student point to and say the matching vowel sound. Repeat with the rest of the words.

Explore Connections



Un mapa de México

A. Read the title and the direction of activity A. Have the class repeat after you. Explain that this is a map of Mexico showing the places Lisa and Tony have visited so far and the friends they have met. Have students identify each character. Ask: *¿Quién es él/ella?* (Who's he/she?) and elicit *Él/Ella es ____*. (He's/She's ____.)



Tell students to place their finger at the beginning of Lisa and Tony's trip and trace the path through the different cities as you read the following sentences aloud or play the audio.

Audio Script:

Primero los niños visitan el parque y saludan a María. Después los niños visitan el estadio de fútbol y saludan a Diego. Por último los niños visitan las pirámides y saludan a Clara y Jorge. (First the children visit the park and greet María. Then the children visit the soccer stadium and greet Diego. Last the children visit the pyramids and greet Clara and Jorge.)

B. **Interpretive** Review the pronunciation and meaning of the sequencers *primero*, *después*, *por último* (first, then, last). Then, have students look at the pictures. Ask students to decide which picture happens first, then, and last. Say each sequencer and have students repeat after you while they point to the pictures in order. Ask individual students to say the words and point on their own.

Teaching Suggestions

Identify Sequence Write *primero*, *después*, and *por último* on cards and shuffle them. Then ask students to place the words in the correct order and say the words. Repeat several times.

Use Visuals Write these cities—Cozumel, Ciudad de México, Chichén Itzá—and the sequencers on cards. Refer students again to the map on p. 26. Then have students match the cities with the correct sequence words and tell where the characters went first, then, and last.

Apply Sequencers Encourage students to use *primero*, *después*, and *por último* to create additional sentences explaining Lisa and Tony's travel plans. You may also form groups of six to role-play their plans. In their skits, encourage students to use the sequencers as well as the names of the cities. Then have groups present their skits.

Differentiated Instruction

Benchmark Help students having difficulty ordering the events in activity B by asking them to use their fingers to trace the trip's path as you say *primero*, *después*, and *por último*.

Un mapa de México

A. Observa el mapa.



B. Ordena.



por último



primero



después



Challenge Have pairs of students develop their own travel plans. Encourage them to say and write sentences using the sequencers *primero*, *después*, and *por último* as they explain their plans. Then have groups present their travel plans to the class.

Multiple Intelligences



Visual/Spatial

Distribute paper. Have students draw a map of a route they take to school. Be sure that students draw their home, a place that they pass on their way, and the school. Have students label and present their maps, using the sequencers *primero*, *después*, and *por último* while indicating where they are first (home), where they go then (place they pass), and where they go last (school).

Repasa

- la familia
- las vocales

Aplica

1. Saluda a un amigo o una amiga.
2. Di cómo te llamas.
3. Di las vocales.

Hola. Yo me llamo Kia.
¿Cómo te llamas tú?

Hola, Kia.
Yo me llamo Franklin.



¡A escribir!



Tema: Mis amigos

Escribe sobre tus amigos.

1. Usa las ideas de tu plan.
2. Escribe oraciones sobre tus amigos.
3. Describe las actividades que hacen juntos.
4. Incluye tus dibujos.



Puedo...

- Puedo saludar y presentarme a otros.
- Puedo preguntar el nombre de otro.



¡Sí, puedo!☐
Con ayuda☐
Todavía no☐

México 27

Review and Apply



INTERPERSONAL

Read the topics under *Repasa*, and review new concepts and vocabulary learned throughout the lesson. Have students use the activity as a self-assessment and ask them to evaluate their progress according to the *Puedo...* statements and simple rubric.



Informal Assessment

- Read the commands under *Aplica* (Greet a friend, Say your name, Say the vowels) one at a time. Have students work with a partner to carry them out. Repeat to allow all students a chance to do all three.
- Have students perform the *Aplica* tasks in writing or orally using an online Portfolio system.
- Observe how well students are able to perform the actions without your assistance.

Day 4

- Revisit the Guiding Question for the lesson and ask students to answer it using concepts and vocabulary learned during the lesson.



Cuaderno de práctica, p. 10 Explain the directions and model the activity/activities. Then have students complete the page as independent classwork or homework.

Culminating Activities



PRESENTATIONAL



¡A escribir!

Writing Process: Step 2

- Remind students that they are creating illustrated stories about their friends.
- Have students repeat the names of all four stages of the writing process after you. Explain that in this lesson they are at the *Escribe* stage. Discuss the meaning of the stage and have students take out the pictures they drew the previous lesson. Review related vocabulary and provide sentence frames and word banks, as required, so students can complete the activity.
- Under their drawings, tell students to write *Yo me llamo* ____ [name]. ____ [Name of friend] *es mi amigo(a)*. (My name is _____. _____ is my friend.)



Álbum de recuerdos



Hoja de actividad 13 This can be a home connection activity.

- Have students cut out the speech bubbles and glue them over the characters. Allow time for students to color and decorate their page. Then have them cut out their *recuerdo* and glue it in their *álbum de recuerdos*.
- See the lesson planner to expand this task for students' Portfolio.

Lección 3 La familia

Lesson Overview

Lesson Objectives

Guiding Question:

¿Quiénes son los miembros de una familia?
What are the names of family members?

Language Functions:

Students will be able to:

- name the members of their family.
- introduce their family members to others.

Cultural Understanding:

Students will understand the importance of extended family in Mexico and other Spanish-speaking countries.

Language Arts:

Students will be able to:

- capitalize the first word of sentences and names of people.
- use periods and question marks appropriately.

Vocabulary

La familia de María

abuelo/abuela
familia
hermano/
hermana
mamá/papá

La playa

juguetes
pelota de playa
playa
toalla

Structures

mi/tu	visitamos
el/la	de + <i>name</i>
los/las	
tiene	

I Can Statements

- | | |
|--|--|
| <ul style="list-style-type: none">• I can introduce myself.• I can identify members of my family. | <ul style="list-style-type: none">• <i>Puedo presentarme.</i>• <i>Puedo identificar a los miembros de mi familia.</i> |
|--|--|

Evidence of Learning

Formative

- Online practice: *Unidad 1, Lección 3*
- *Cuaderno de práctica*: pp. 11-13
- Close activity: p. 33
- *Repasa*: p. 35

Summative Performance Assessment

- *Álbum de recuerdos*, p. 35 - *Hoja de actividad 14*. Expansion: After students have cut out and glued the words to the appropriate members of Maria’s family, ask them to draw a similar picture on the back of the sheet, drawing people from their own families. Have them label each person with the correct family member word in Spanish. Then, have them add each person’s name in parentheses. Ex.: *mamá* (Christina), *papá* (Joe), *hermanos* (Alex, Emma, Maya), *abuelos* (Paul, Sue).
- *Aplica*, p. 35

Meeting the Standards

	Mode of Communication/Activities	Connection to Lesson Objectives
Communication and Culture	Interpersonal <ul style="list-style-type: none"> • <i>Mi familia</i>, pp. 28-29 • Teaching Suggestions, p. 34 	<ul style="list-style-type: none"> • Learn how to say the names of family members.
	Interpretive <ul style="list-style-type: none"> • <i>La familia de María</i>, Act. B, p. 31 • <i>Los miembros de la familia</i>, Act. B, p. 34 • <i>Cuaderno de práctica</i>: pp. 11-13 	<ul style="list-style-type: none"> • Identify the owner of certain objects in statements with the help of visuals. • Identify the appropriate term and connection for each family member.
	Presentational <ul style="list-style-type: none"> • Close, pp. 29, 33 • <i>La familia de María</i>, Act. C, p. 31 • <i>Los miembros de la familia</i>, Act. C, p. 34 • <i>Aplica</i>, p. 35 	<ul style="list-style-type: none"> • Describe members of their own family and other families. • Present information about family members to others with visual support.
Connections	<ul style="list-style-type: none"> • Spanish Language Arts: Punctuation, p. 32 	<ul style="list-style-type: none"> • Learn and apply the rules of Spanish punctuation in statements and in questions.
Comparisons	Language <ul style="list-style-type: none"> • Preview Vocabulary, p. 28 • <i>Los miembros de la familia</i>, Act. A, p. 34 	<ul style="list-style-type: none"> • Recognize that there are many words that look or sound similar in both Spanish and English. • Recognize that all proper nouns begin with a capital letter, both in Spanish and in English.
	Culture <ul style="list-style-type: none"> • Build Background, p. 28 • Close, p. 31 	<ul style="list-style-type: none"> • Understand the importance of extended families in Spanish-speaking countries.
Communities	<ul style="list-style-type: none"> • Activity: Ask students to “introduce” María to two members of their family or introduce their parents and sibling(s) to their Spanish teacher. 	<ul style="list-style-type: none"> • Introduce friends and members of your family to others using appropriate language.

Additional Components

Print

Cuaderno de práctica: pp. 11-13
Hojas de actividad: 14, 44
 Character Cutouts: Clara, Jorge, Lisa, María, and Tony
 Alphabet Picture Cards: *c, l, m, q*, and *y*
Tarjetas fotográficas: *playa, abuela, abuelo, familia, hermana, hermano, mamá, papá*

Online

Access online resources in *Unidad 1, Lección 3*.

- Smartbook presentations and activities with audio support.
- Animated Video Virtual Chats for communication activities.
- Cultural Videos to explore products and practices.
- and so much more!

La familia

México • Lesson 3

DAY
1

Language Functions

Students will be able to:

- name the members of their family.
- introduce their family members to others.

Culture Objective

Students will know the importance of extended family in Spanish-speaking countries.

Vocabulary

La familia de María

abuelo/abuela

familia

hermano/hermana

mamá/papá

La playa

juguete

pelota de playa

playa

toalla

Structures

mi/tu

el/la

los/las

tiene

visitamos

Materials

Internet or magazine images (or realia) of a beach ball, a beach towel, beach toys; notecards

Guiding Question

¿Quiénes son los miembros de una familia? What are the names of family members?

Write the question on the board, or create a sentence strip and place it in a sentence strip chart or attach it to the wall. Read the question and have students repeat it after you. Have volunteers try to answer the question. Explain to students that by the end of the third lesson, they will be able to name members of their family in Spanish.

Activate Prior Knowledge



LANGUAGES

Preview Vocabulary

Write the word *familia* on the board. Say the word and have students repeat it. Ask students what they think it means. Elicit that it looks and sounds similar to the English word “family.” Add *familia* to your *Palabras similares* chart.

Tarjetas fotográficas Create a word web on the board and write *familia* in the center. Ask students to name different members of a family to add to the web. Elicit Mom, Dad, brother, sister, grandparents. Write the words in Spanish (*mamá, papá, hermano, hermana, abuela, abuelo*) around

Unidad 1 • Lección 3

La familia



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the web and have students repeat. Use cards of the different family members to assist. If time allows, do some of the suggested activities on the back of the cards.

Build Background



CULTURE

Direct students' to the lesson opener image. Have students try to name the members of María's family shown in the image. Encourage students to look back at the web on the board to help them. Ask if María's family is like their family or different from their family. Have them explain the differences and similarities.

Tarjetas fotográficas Read the photo caption on p. 29 and have students repeat. Display the card for *playa* (beach). Explain that Mexico has many beautiful, popular beaches that people visit all year round. Ask students if they have ever been to or seen similar beaches. Have students share their experiences. If time allows, do some of the suggested activities on the back of the card.

Mamá y papá,
abuelo y abuela,
hermano y hermana,
¡vamos a la playa!

Mi familia

Carmen es mi hermana.

Ramón es mi hermano.

▶ Ahora tú.

es mi hermana.

es mi hermano.

Playa en Acapulco

México 29

Day 1

- Remind students to use *hermano* for brother and *hermana* for sister. Students can also present more than one sibling at a time, using *hermanos* or *hermanas* appropriately in a sentence.
- Clarify for students that the term *hermanos* can refer to brothers, or to all brothers and sisters together. *Hermanas* is used when the siblings are all sisters.

Predict



Explain to students that, on the following page, they will read several sentences. Have them turn to page 30 and ask them what they think the sentences might be about. Draw a word web on the board and write the phrase *Yo creo que son acerca de...* in the center oval. Read the phrase and tell students that it means “I think that they (the sentences) are about ...” Elicit words and ideas by referring students back to pages 28–29 in their books as well as to this lesson’s Guiding Question. Encourage students to use Spanish in their answers as much as possible. Write students’ words and ideas in separate ovals around the web, and do not erase the web until you confirm predictions after the reading.

Language in Context



- Direct students to page 28. Ask: *¿De quién es la familia?* (Who’s family is this?) Elicit: *Es la familia de María.* (It’s María’s family.)
- Read the poem on page 29 to the class, and have students repeat. Then read the poem again and have students point to the appropriate member of María’s family in the image as the words are read.
- Read the title, *Mi familia* (My family), on page 29, and have students repeat. Then read the statements made by María and have students repeat. Have students point to María’s brother and sister as the words *hermano* and *hermana* are read.
- Interpersonal** Read *Ahora tú.* (Now it’s your turn.) Have the class pretend that they are all siblings. Have two boys and two girls stand at the front of the room. Have the other students take turns introducing the volunteers as their siblings by saying ____ [Name] *es mi hermano(a).* (____ is my brother/sister.)

Close



Hoja de actividad 44 Distribute activity sheet 44. Have students draw or glue pictures of their grandparents, parents, and siblings on the family tree. Students should include themselves along with their siblings. If students have more than two siblings, allow them to draw or glue additional pictures on the back. Then have students use the words in the word bank to label each member of their family. Tell students to write *yo* under their own picture. Then have students point to and name each member of their family.



INTERPRETIVE

Read

La familia de María

Warm-up

- Have students revisit the illustration on page 28–29. Ask them to name the members of María's family. Point to each member and ask: *¿Quién es él/ella?* (Who's he/she?) Elicit: *Ella es la ____ / Él es el ____ de María.* (She/He is María's ____.) Have them refer back to the *familia* web you drew on the board for help with the vocabulary if needed.
- Show images or realia of a *pelota de playa* (beach ball), a *toalla* (towel), and *juguetes* (toys). Say each word and have students repeat after you.

Vocabulary Development

- Then ask: *¿Qué cosas llevas a la playa?* (What things do you take to the beach?) Tell students to look at the illustration and list other things María's family brought to the beach. Elicit answers such as *cámara* (camera), *pala* (shovel), *cubeta* (pail), *sillas* (chairs), *parasol* (umbrella), *bebidas* (drinks), and *trajes de baño* (swimsuits). Write the Spanish on the board as students name each item.
- Have students turn to page 30. Read the title, *La familia de María* (María's family), and have the class repeat after you. Ask students what they think the phrase means. Remind students that they learned the word *familia* on the previous page. Elicit that it means "María's family," and point out that using the phrase *de* + someone's name can indicate possession, or that something belongs to someone.

Echo Read

Read the text and have students follow along. Then conduct an echo read of the text, having students gradually repeat words, phrases, and sentences after you.



You may wish to play the audio and have students listen and repeat.

La familia de María



Mi familia y yo visitamos la playa.

Mi mamá tiene la pelota de playa.

Mi abuela tiene la toalla.

Mi hermano tiene los juguetes.

30 Nos conocemos

Teaching Suggestions: Reading Skills

Key Ideas and Details Point to and name each person or object in the illustration on page 30. Say *Señala al papá de María.* (Point to María's dad.) Have students point to the correct person or item in the image. Repeat *Señala* with other vocabulary words: *playa*, *familia*, *mamá*, *abuela*, *hermano*, *hermana*, *pelota de playa*, *toalla*, *juguetes*.

- Ask these questions:

Point to the towel and ask: *¿Qué es esto? (Es una toalla.)*
What's this? (It's a towel.)

Point to the beach ball and ask: *¿Qué es esto? (Es una pelota de playa.)* What's this? (It's a beach ball.)

Identify Characters Ask these questions:

¿Quién tiene los juguetes? (Ramón, el hermano de María, tiene los juguetes.) Who has the toys? (Ramón, María's brother, has the toys.)

¿Quién tiene la toalla? (La abuela de María tiene la toalla.)
Who has the towel? (María's grandmother has the towel.)

A. Escucha y repite.



B. Completa.

1. La **abuela** tiene la toalla.



2. El **hermano** tiene los juguetes.



3. La **mamá** tiene la pelota de playa.



C. Conversa.

► Imagina que visitas la playa con tu familia.

• ¿Qué tiene tu mamá?

Mi mamá tiene...



México 31

Differentiated Instruction



Tarjetas fotográficas—Strategic Simplify instruction for students who exhibit difficulty learning the meaning and/or pronunciation of words by having them listen to the audio several times. As students listen, use the cards of the family members and the images or realia of the beach ball, the towel, and toys. Match each person with the item he or she has as the text is read. Have students practice the pronunciation of words, and allow them to handle the photo cards, images, or realia as the text is read.



Challenge Have more-advanced students and/or heritage speakers create additional sentences about what is happening in the illustration on page 30. For example: *Carmen construye un castillo de arena.* (Carmen is making a sand castle.) Have students share their sentences with the class.

Day 2

Practice and Apply



PRESENTATIONAL

A. Read *Escucha y repite* (Listen and repeat) and have students repeat. Invite volunteers to read the words.

B. **Interpretive** Explain that they will complete the sentences by filling in the blanks with the appropriate words. Have students try each word until one makes sense. Have them look at page 30 for help if necessary. Then have students share their answers. Read the completed sentences aloud and have students repeat.

C. **Presentational** Tell students to imagine that they are at the beach with their family. Tell them to think about what each member would have (either a towel, toys, or a beach ball.) Then have students draw the picture they imagined. Finally, read the question. Ask volunteers to present their drawings and answer the question with *Mi mamá tiene la toalla/los juguetes/la pelota de playa.* (My mom has the towel/the toys/the beach ball.)

• You can extend the activity by asking additional questions about other family members in students' drawings. As you say each question, have them point to the corresponding family member. Then elicit answers in complete sentences using the pattern *Mi _____ tiene _____.*



Cuaderno de práctica, p. 12 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



CULTURAL COMPARISONS

- Direct students' attention back to the predictions on the board. Discuss whether their predictions were accurate. Read each prediction and have students respond *Sí* (Yes) if the prediction was correct, or *No* (No) if it was incorrect.
- Explain that in Mexico, as in other Spanish-speaking countries, it is common for grandparents to live with and vacation with the family.
- Have students refer back to their drawings from activity C. Ask students which members of their family they would visit the beach with or go on vacation with. Have them explain how this is similar to or different from María and her family.

Check Language



LANGUAGE CONVENTIONS

Visitamos la playa

Spanish to English: Punctuation



LANGUAGES

En español y en inglés se usa un **punto** al final de una oración y un **signo de interrogación** al final de una pregunta. Todas las oraciones y preguntas empiezan con **letra mayúscula**. En español usamos un signo de interrogación invertido también al principio de una pregunta.

In Spanish and English we use a period at the end of a sentence and a question mark at the end of a question. All sentences and questions begin with a capital letter. In Spanish we also use an upside-down question mark at the beginning of a question.

- On the board, write the question *¿Cómo te llamas tú?* (What's your name?) and the sentence *Yo me llamo Lisa.* (My name is Lisa.) Below them write the English translations.
- Have a volunteer circle the question marks and the periods. Ask students to describe the punctuation marks in the Spanish sentence and to compare them with the way they appear in the English ones.

Alphabet Picture Cards Write the sentences again but replace the first letter of each sentence with a blank. Ask students *¿Qué letra falta?* (What letter is missing?) Elicit the correct missing capital letter and write it in the blank to complete the sentence. Remind students that all sentences and questions begin with a capital letter.

- Use the Alphabet Picture Cards to show students the difference between lowercase letters and capital letters.

- Draw students' attention to the highlighted punctuation marks at the beginning and end of the sentences.
- Direct students' attention to the highlighted letter at the beginning of each sentence to reinforce that all sentences, whether they are statements or questions, begin with a capital letter.

Visitamos la playa

- Escucha y repite.



¿Qué tiene el hermano de María?

El hermano de María tiene los juguetes.



- Escucha y repite.



- ¿Cómo te llamas tú?

Yo me llamo Carmen.



- ¿Que tiene la mamá de María?

La mamá de María tiene la pelota de playa.



- ¿Qué tiene tu abuela?

Mi abuela tiene la toalla.



Teaching Suggestions: Language Conventions

Punctuation Ask students to go back to previous pages in their books and find capitalized words that begin questions and statements. Then have students point out the question marks and the periods in each sentence. Ask students to share their findings with the class.

Apply Give each student two notecards, one with a period and one with a set of question marks written on them. Write various statements and questions from the lesson on the board. Read them aloud and have students raise the card showing the correct punctuation mark that would complete each sentence.

Expand Ask students to rewrite the dialogue in activity D, using correct capitalization and punctuation. Students should include at least one question in their sentences. Have volunteers write their sentences on the board to share with the class.

C. Completa. Lee en voz alta.

1. ¿Cómo te llamas tú?
2. El abuelo de María tiene una toalla.
3. ¿Qué tiene mi hermana?
4. La familia de María visita la playa.

D. Escucha y completa.



México 33

Differentiated Instruction

Benchmark Assist students who experience minor or temporary difficulties identifying capital letters by writing lowercase letters and uppercase letters on different notecards. Help students to match the lowercase letter with its matching capital letter to form pairs. Maintain an alphabet poster in the classroom for students to reference.

Challenge Have more-advanced students and/or heritage speakers create their own dialogues about being at the beach with their family or friends. They should write sentences both in English and in Spanish. Students must include at least one question in their dialogues. Allow students to present their skits to the class. Then have them explain the differences and similarities between the capitalization and punctuation of the English and Spanish sentences in their dialogues.

Day 3

Scaffold and Apply



C. Write the sentences on the board with the blanks as indicated. Read each sentence and have students repeat.

- Draw a period and a set of question marks on the board. Ask students which marks should go in each sentence or question. Ask volunteers to come to the board and write the punctuation marks in the blanks. Then read each correct sentence and have students repeat. Ask them which are statements and which are questions by identifying the periods and the question marks at the beginning and/or at the end of each sentence.

D. **Interpersonal** Read the direction and have students repeat. Copy the dialogue on the board and read the sentences as if all the letters were present. Have students follow in the book and echo-read each line.

- Invite volunteers to come to the board and write in the missing capital letters. Then have the class chorally read the completed sentences with you.

Cuaderno de práctica, p. 12 Have students complete the page as independent class work or homework.

Close



- On 14 strips of paper write the following:

Hola,	amigo.
Ella es	mi amiga.
Adiós,	abuela.
¿Qué tiene	mi papá?
Él es	mi hermano.
Mi mamá tiene	la toalla.
¿Quién visita	la playa?

- Place the strips on the board or in a pocket chart. Invite a volunteer to make a sentence with two strips, guided by the capital letters and punctuation marks. Explain to students that some strips could be used in more than one sentence.
- After the student makes a correct sentence, read it and have students repeat. Then return the strips to the board or the chart and invite other volunteers to make different sentences. Have students point to the capital letters and the punctuation marks in each completed sentence.

Explore Comparisons



Los miembros de la familia

A. Spanish to English: Proper Nouns Direct students to page 34. Read and repeat the direction with them. Remind them that the names of people are *nombres propios* (proper nouns). Places like countries, cities, and schools are also proper nouns. As in English, all proper nouns begin with a capital letter.

B. Read the direction and the names of María's family members and have students repeat. Have students identify the capital letters that begin each name.

- Write each sentence from the activity on the board. Ask students what letters are needed to complete each sentence. Then conduct a choral reading of the completed sentences.

C. Presentational Before completing the activity give students a homework assignment to find out their parents' first names. Tell students to ask their mom and dad: *¿Cómo te llamas tú?* (What's your name?) and to prompt them to answer with *Yo me llamo ____*. (My name is ____.) Remind them that some people have two names, like Ana María.

- Have students bring the information back the next day to complete the sentences in activity C. If students cannot answer about their parents, they may substitute a sibling's or a grandparent's name. Alter the sentences accordingly.

Teaching Suggestions

Identify Characters Write the names of María's family members from activity B, as well as *mamá*, *papá*, *abuelo*, *abuela*, *hermano*, *hermana*, on separate notecards. Display the cards on the board and have students match the names with the family members.

Expand Point to each member of María's family in activity B and ask *¿Quién es ella/él?* (Who's she/he?) Elicit complete sentences, such as *Ana es la mamá de María*, or *La mamá de María es Ana*. (Ana is María's mom.)

Interpersonal Have students get together with a partner to ask and answer questions about María's family. For example, one student can ask: *¿Quién es la mamá de María?* (Who's María's mom?) while the partner answers either with *La mamá de María es ____* or with *____ es la mamá de María*. Have students alternate asking and answering questions.

Differentiated Instruction

Intensive Ask students who have difficulty understanding the concept of capitalizing proper nouns to write their names, and have them underline the capital letter.

Los miembros de la familia

A. Escucha y repite.



Carmen es mi hermana.



Mi hermano es Ramón.

B. Compara y completa.



Víctor



Rosa



Ana



Leo

1. Leo es mi papá.
2. Mi mamá es Ana.
3. Mi abuelo es Víctor.
4. Rosa es mi abuela.

C. Completa. Lee en voz alta.



1. Mi mamá es...
2. ...es mi papá.

Challenge Have more-advanced students and/or heritage speakers create an illustrated dialogue using the people in María's family. Students can include speech bubbles with greetings, questions, or other sentences. Have students underline capital letters in their sentences and present their dialogues to the class.

Multiple Intelligences

Intrapersonal

Distribute drawing paper to students. Have them draw a picture of themselves and, below it, write the sentence *Yo me llamo ____* [name]. Be sure that they begin their names and their sentence with a capital letter. Have students present their pictures. Put the pages in alphabetical order by name and create a classroom book titled *¿Cómo se llaman?* (What are your names?)



Repasa

- la familia

Beatriz es mi hermana.

Aplica

- Dibuja a tu familia.
- 1. Presenta a tu familia.



¡A escribir!



Tema: Mis amigos

Revisa tu trabajo.

1. Mira la puntuación de las oraciones y corrige.
2. ¿Los nombres empiezan con mayúsculas?
3. Da tu trabajo a otro estudiante .
4. Haz los cambios necesarios.



Puedo...

- Puedo presentarme.
- Puedo identificar a los miembros de mi familia.



- ¡Sí, puedo! ☐
- Con ayuda ☐
- Todavía no ☐

México 35

Day 4

- Revisit the Guiding Question for the lesson and ask students to answer it using concepts and vocabulary learned during the lesson.



Cuaderno de práctica, p. 13 Explain the directions and model the activity/activities.

Culminating Activities



PRESENTATIONAL



¡A escribir!

Writing Process: Step 3

- Remind students they are preparing illustrated stories about their friends.
- Discuss the meaning of the *Revisa* stage and have students take out their drawings from the previous lesson. Have them correct or rewrite as necessary, focusing on capitalization and punctuation. Encourage them to expand their writing by drawing a toy or beach items that they are using to play with their friend and write additional sentences, such as *Mi amigo/amiga tiene un/una _____*. (My friend has a _____.)
- Review related vocabulary and provide sentence frames and word banks, as required, so students can complete the activity.

Review and Apply



INTERPERSONAL

Read the topic under *Repasa*, and review with students the concepts and vocabulary learned throughout the lesson. Have students use the activity as a self-assessment and ask them to evaluate their progress according to the *Puedo...* statements and simple rubric.



Informal Assessment

- Read the commands under *Aplica* (Draw/Introduce your family) one at a time and have students repeat them with you. Distribute paper for students to draw their family.
- Review the sentences from activity B on page 34 with the class.
- Have students answer the *Aplica* questions orally or in writing using an online Portfolio system.
- Have students present the members of their family to a partner.
- Observe how well students are able to carry out the actions without your assistance.



Álbum de recuerdos



Hoja de actividad 14 This can be a home connection activity.

- Have students cut out the words at the bottom of the page and glue them in the illustration next to the appropriate members of María's family. Allow time for students to color and decorate the page. Then have students cut out their *recuerdo* and glue it in their *diario*.
- See the lesson planner to expand this activity for students' Portfolio.

Lección 4 Un festival

Lesson Overview

Lesson Objectives

- Guiding Question:**
¿Quiénes son tus amigos? Who are your friends?
- Language Functions:**
Students will be able to:
- describe people and events.
 - identify people and things using *ser*.

- Cultural Understanding:**
Students will understand that different people from across the world, including those in Oaxaca, Mexico, celebrate spring with unique traditions.
- Language Arts:**
Students will be able to use and apply present-tense forms of the verb *ser*.

Vocabulary

Un festival		Structures		
bonito(a)	flores	mi/mis	yo, tú, él/ella,	cantamos
bueno(a)	mariachi	un/una	usted	soy, eres, es
comunidad	niño/niña	unos/unas	nosotros, ellos/	somos, son
divertido(a)			ellas, ustedes	

I Can Statements

- I can describe who my friends are.
- I can greet my friends.
- I can introduce my family.
- I can describe a festival.
- *Puedo describir quiénes son mis amigos.*
- *Puedo saludar a mis amigos.*
- *Puedo presentar a mi familia.*
- *Puedo describir un festival.*

Evidence of Learning

Formative

- Online practice: *Unidad 1, Lección 4*
- *Cuaderno de práctica*: pp. 14-18
- Close activities: pp. 37, 39, 41

Summative Performance Assessment

- *Álbum de recuerdos*: p. 43 - *Hoja de actividad 15*, Expansion: After students have finished their illustrations, ask them to label as many parts of the picture with words they know in Spanish. Encourage students to use all vocabulary they have learned from *Unidad 1*. You can also write your list of *Palabras similares* on the board. Ask students to then write at least one additional sentence describing something in the illustration. E.g.: *La niña tiene un cámara.*
- *Aplica*: p. 43

Meeting the Standards

	Mode of Communication/Activities	Connection to Lesson Objectives
Communication and Culture	Interpersonal <ul style="list-style-type: none"> • <i>Mis amigos</i>, pp. 36-37 • <i>Un correo electrónico</i>, Acts. A, C, p. 39 • <i>Somos amigos</i>, Act. D, p. 41 	<ul style="list-style-type: none"> • Describe people, celebrations and other events in Spanish.
	Interpretive <ul style="list-style-type: none"> • <i>Un festival</i>, p. 36 • <i>Somos amigos</i>, Acts. A, B and C, pp. 40-41 • <i>Un festival en mi comunidad</i>, Act. B, p. 42 	<ul style="list-style-type: none"> • Identify descriptions of activities in emails about a Oaxacan festival celebration.
	Presentational <ul style="list-style-type: none"> • <i>Un correo electrónico</i>, Act. B, p. 39 • <i>Somos amigos</i>, Act. C, p. 41 • <i>Aplica</i>, p. 43 	<ul style="list-style-type: none"> • Complete sentences to describe connections between people. • Describe people and events in a celebration in Mexico.
Connections	<ul style="list-style-type: none"> • Spanish Language Arts: Verbs and pronouns, p. 40 • Music: Mexican music, p. 36 	<ul style="list-style-type: none"> • Learn that a verb is a word of action or identification, and that pronouns are used in place of a person or thing. • Learn about a Mexican musical style.
Comparisons	Language <ul style="list-style-type: none"> • Build Background, p. 36 	<ul style="list-style-type: none"> • Learn that there are many words that look and sound similar in both Spanish and English.
	Culture <ul style="list-style-type: none"> • Build Background, p. 37 	<ul style="list-style-type: none"> • Understand that Mexican people come together as a community and celebrate their traditions at festivals.
Communities	<ul style="list-style-type: none"> • Close, p. 38. Expansion: Go online to find an “ePal” group from Mexico with whom your students can correspond. • Multiple Intelligences, p. 42. Expansion: Have students parade around the school wearing the mask they create. 	<ul style="list-style-type: none"> • Connect with the global community and exchange information about friendship and celebrations.

Additional Components

Print

Cuaderno de práctica: pp. 14-18
Hoja de actividad: 15
Tarjetas fotográficas: mariachi

Online

Access online resources in *Unidad 1, Lección 4*.

- Smartbook presentations and activities with audio support.
- Animated Video Virtual Chats for communication activities.
- Cultural Videos to explore products and practices.
- and so much more!

Un festival

DAY
1

México • Lesson 4

Language Functions

Students will be able to:

- describe people and events.
- identify people and things using the verb *ser*.

Culture Objective

Students will identify practices related to the celebration of spring in Mexico and other countries.

Vocabulary

Un festival

bonito(a)
bueno(a)
comunidad
divertido(a)
flores
mariachi
niño/niña

Structures

mi/mis
un/una
unos/unas

yo, tú, él/ella,
usted
nosotros, ellos/
ellas, ustedes

cantamos
soy, eres, es
somos, son

Guiding Question

¿Quiénes son tus amigos? Who are your friends?

Write the question on the board, or create a sentence strip and place it in a sentence strip chart or attach it to the wall. Read the question and have students repeat it after you. Have volunteers try to answer the question. Explain to students that by the end of the lesson, they will be able to introduce several of their friends.

Activate Prior Knowledge



Preview Vocabulary



Tarjetas fotográficas Show students the card for *mariachi*. Say the word and have students repeat it.

Unidad 1 • Lección 4

Un festival

Lisa es mi amiga.
Tony es mi amigo.
Ellos son mis amigos.
¡Todos somos amigos!



36 Nos conocemos

Mexican Music



PRODUCTS AND PERSPECTIVES

Los **mariachis** son músicos que tocan música tradicional mexicana. Ellos tocan en grupos y usan instrumentos musicales tales como la guitarra, la trompeta y el violín.

Mariachis are musicians that play traditional Mexican music. They play in groups and use instruments such as the guitar, the trumpet, and the violin.

Ask: *¿Qué instrumentos musicales ves en el festival?* [*trompeta y guitarra*] (What musical instruments do you see at the festival?) [trumpet and guitar].

Build Background



CULTURE

- Direct students' attention to the image on pages 36–37. Read the photo caption and the title, *Un festival* (A festival) and have students repeat.



Mis amigos



María es mi amiga.



Ramón es mi amigo.



Tony y Lisa son mis amigos.



► Presenta a tus amigos.

Plaza en Oaxaca

Mexico 37

Day 1

- Say: *Este es un festival en la ciudad de Oaxaca.* (This is a festival in the city of Oaxaca.) Tell students that they will learn more about this festival in the next pages.

Language in Context

- Read the short poem on page 36. Have students repeat. Then have students identify familiar words and phrases.
- Direct students to page 37. Read the speech bubbles and have the class repeat. Remind students of the differences between *amiga*, *amigo*, and *amigos*, which they learned in Lesson 2.

Predict



INTERPRETIVE

Explain to students that, on the following page, they will read email messages between Lisa and Diego, the friend they met at the soccer stadium. Refer them back to page 14 to refresh their memory. Have them turn to page 38 and ask them what they think the emails might be about. Draw a word web on the board and write the phrase *Yo creo que son acerca de...* in the center oval. Read the phrase and remind students that it means “I think that they (the emails) are about ...” Elicit words and ideas by referring students back to pages 36–37 in their books, as well as to this lesson’s Guiding Question. Encourage students to use Spanish in their answers as much as possible. Write students’ words and ideas in separate ovals around the web, and do not erase the web until you confirm predictions after the reading.

Close



INTERPERSONAL

Read the direction at the bottom of page 37. Remind students what *Presenta* means (Introduce). Have students choose two classmates—one boy and one girl—to introduce. Tell them to follow the patterns in the speech bubbles on page 37. Repeat to allow all students a chance to participate.

- Have students identify Tony, Lisa, María, and Carmen and Ramón (María’s siblings from Lesson 3). You can refer them to page 29 if they need reminding. Ask: *¿Qué pasa en la imagen?* (What’s happening in the picture?) Elicit that a celebration, or festival, is taking place in a plaza, or open area.
- Explain that in a *festival*, people from a community celebrate their traditions together. Ask students if they have ever been to a festival and have them share their experiences. Add the word *festival* to your *Palabras similares* chart.
- Have students identify elements in the images. Draw a web on the board and write *festival* in the center. Then add students’ responses to the stems of the web. Elicit words such as *músicos* (musicians), *instrumentos* (instruments), *guitarra* (guitar), *trompeta* (trumpet), *bailador* (dancer), *vestido* (dress), *disfraz* (costume), *desfile* (parade), and *decoraciones* (decorations). Add the words *instrumentos*, *guitarra*, *trompeta* and *decoraciones* to the *Palabras similares* chart.



Read



Un correo electrónico

Warm-up

- Direct students to the title, *Un correo electrónico* (An email), and have the class repeat.
- Using a computer or tablet, show students an example of an email message. Ask them what they know about emails and whether they have ever read one or sent one to a friend or family member. Have students share their experiences.
- Explain that a person with an email address can send messages through the Internet to someone else with an email address. Point out Lisa's and Diego's email addresses in the *De* (From) and *Para* (To) boxes in the email message on the page.
- Point to the picture that Lisa sent in the message. Tell students that, besides a written message, you can also send pictures, documents, and videos with an email.
- Remind students that Lisa, Tony, and María are at a festival in Oaxaca, Mexico. Read the following information to students.

Spring Festival in Oaxaca

PRACTICES AND
PERSPECTIVES

En Oaxaca la gente celebra el comienzo de la primavera con el “Festival de la Primavera”. Durante el festival, la gente baila, canta y come. Los niños desfilan disfrazados como flores o animales.

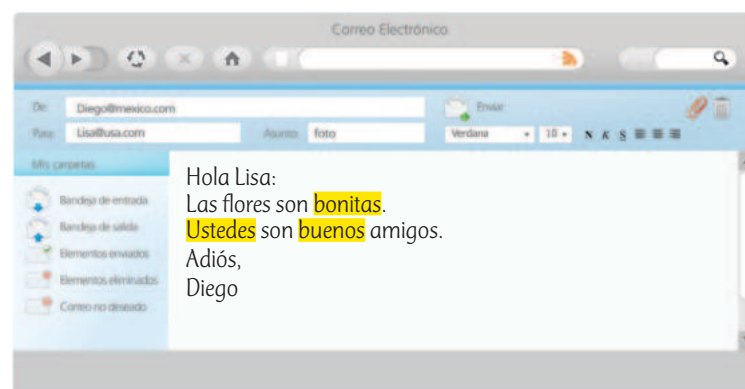
In Oaxaca, people celebrate the beginning of spring with “Spring Festival.” During the festival, people dance, sing, and eat. The children parade around dressed up as flowers or animals.

Ask: *¿Qué es María en el festival? [una flor]* (What is María in the festival?) [a flower].

Vocabulary Development

- Explain that at the festival in Oaxaca, there are many beautiful flowers. Say: *Las flores son bonitas.* (The flowers are pretty.) Have students repeat. Explain other adjectives that students will see in the text, such as *buenos* (good) and *divertido* (fun). Write these adjectives on the board. Tell students to try and figure out what things Lisa and Diego think are pretty, fun, and good as they listen and read the emails.

Un correo electrónico



38 Nos conocemos

Echo Read

- Read the text and have students follow along. Then conduct an echo read of the text, having students gradually repeat words, phrases, and sentences after you.



For more practice, play the audio so students can listen and repeat the email messages.

Teaching Suggestions: Reading Skills

Identify Key Information Point to the top part of the email and ask:

¿De quién es el correo electrónico? (Lisa) Who is the email from? (Lisa)

¿A quién le envía Lisa el correo electrónico? (Diego) Who is Lisa sending the email to? (Diego)

Expand Ask these questions:

¿Dónde está Lisa? (Ella está en un festival en Oaxaca.)
Where's Lisa? (She's at a festival in Oaxaca.)

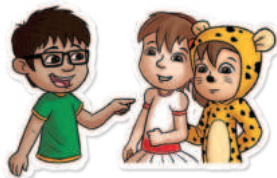
A. Escucha y repite.



nosotros



yo



ustedes

B. Completa. Lee en voz alta.



Yo tengo unas flores del festival.



Nosotros cantamos en el festival.



Ustedes son buenos amigos.

C. Conversa.

- Imagina que estás en el festival.

El festival es... divertido.

Las flores son... bonitas.



México 39

¿Qué tiene Lisa? (Ella tiene unas flores.) What does Lisa have? (She has flowers.)

Use Adjectives Ask these questions:

¿Cómo son las flores? (Las flores son bonitas.) What are the flowers like? (The flowers are pretty.)

¿Cómo es el festival? (El festival es divertido.) What's the festival like? (The festival is fun.)

¿Cómo son los amigos? (Los amigos son buenos.) What are friends like? (Friends are good.)

Differentiated Instruction

Benchmark Assist students slightly below grade level who are experiencing difficulty understanding the vocabulary by reading the email again and focusing on one highlighted word at a time.



Challenge Ask more-advanced students and/or heritage speakers to write their own email with a message for a friend or a family member about the festival. Have students share their emails with the class.

Day 2

Practice and Apply



INTERPERSONAL
PRESENTATIONAL

A. Explain that *nosotros*, *yo*, *ustedes* (we, I, you plural) are *pronombres* (pronouns), which take the place of nouns (a person or a thing) in a sentence.

- Interpersonal** Ask students what gestures the characters are making in each illustration and how they help explain the pronouns. Then reread each word and perform the gestures. Have students repeat the words and gestures after you: *yo* (point to yourself), *nosotros* (point to the students and yourself), and *ustedes* (circle your hand above the students). Have students converse in small groups and use the gestures to replace the words *yo*, *nosotros* and *ustedes*.

B. **Presentational** Read the directions and have the class repeat after you. Explain to students that they have to fill in the blanks with the correct word from activity A according to the text in the email on page 38. Allow time for students to think independently, and then invite them to share their answers.

C. **Interpersonal** Tell students to imagine that they are at the festival with their friends. Chorally read the sentence starters and have students complete them with a word from the emails. Have them look back at the emails for assistance. Then have students explain their choice.

- Direct students' attention back to the predictions on the board. Discuss whether their predictions were accurate. Read each prediction and have students respond *Sí* (Yes) if the prediction was correct, or *No* (No) if it was incorrect.



Cuaderno de práctica, p. 14 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



BEYOND SCHOOL

- Have students imagine that they are at the festival in Mexico and that they want to tell the principal and teachers in their school about it. Work with the class, asking students for input for the greeting, for the body, and for the close of the email. Use the format on page 38 as a guide. Write the final draft of the message on the board, and then on the computer. Send the email and tell students that when a reply is received, they will read it together.

Check Functions and Forms



Somos amigos

Verbs and Pronouns



Un **verbo** es una palabra de acción o de identificación. En algunas oraciones se usan **pronombres** en lugar de una persona o cosa. En español los pronombres son **yo, tú, él, ella, usted, nosotros, nosotras, ellos, ellas, ustedes**.

A verb is a word of action or of identification. In some sentences, pronouns are used in place of a person or a thing. In Spanish these pronouns are *I, you, he, she, it, you* (singular) *we, they, and you* (plural).

Ask: *¿Qué palabra en inglés se usa para tú, usted y ustedes?* [you] (What word in English means *tú, usted, and ustedes?*) [you].

A. Interpretive Direct students to page 40. Read the title, *Somos amigos* (We're friends), and have students repeat. Do the same with direction and sentences. Ask students what gestures the characters are making in each illustration and how they help us understand the sentences.

- Reread each sentence and perform the gestures for each pronoun. Then have students repeat the words and the gestures after you.

yo (point to yourself)

tú (point to a student)

ella (tap a girl on the shoulder)

ellos (point to two or more boys, then point to two or more boys and girls)

nosotros (point to the students and yourself)

- Show students gestures for other pronouns not shown in activity A: *él* (tap a boy on the shoulder), *ellas* (point to two or more girls), and *ustedes* (circle your hand above all the students).

B. Read the direction for activity B and have the class repeat after you. Write the sentences on the board, including the blanks as indicated.

- Read each sentence as if it were complete, and have students repeat. Have students state the correct verb form to complete the sentences, referring them to activity A for assistance. Read each completed sentence and have students repeat.

Somos amigos

A. Escucha y repite.



Yo **soy** una **niña**.



Tú **eres** mi amigo.



Ella **es** mi amiga.



Ellos **son** mis amigos.



¡Nosotros **somos** amigos!

B. Escucha y completa.



1. Él **es** mi amigo.

2. Ustedes **son** mis amigos.

40 Nos conocemos

Teaching Suggestions: Language Conventions

Pronouns with ser Reread the sentences from activity A using the gestures previously practiced for each pronoun. Do this several times with students repeating after you.

Apply Reread the sentences from activity A. Have students identify who each pronoun is referring to. For example, in the sentence *Yo soy una niña. Yo soy Clara.* (I am a girl. I am Clara.)

Role-play Ask students to act out the sentences in activity A with some classmates. Have them present the sentences to the class.

Addressing Gender Gender identity has become a sensitive issue in many communities. Spanish assigns gender not only to people but to all nouns, pronouns, and their accompanying adjectives. The goal of this unit is to teach students to distinguish the gender and number of nouns in order to use them correctly in speech and writing.

C. Escoge.



1. Yo (soy/ eres) una niña.



2. Tú (soy /eres) mi amiga.



3. Makoto (es/ son) mi amigo.



4. Nala y Tina (es /son) amigas.



5. Harold y yo (son /somos) amigos.

D. Conversa.

1. ¿Eres un buen amigo o una buena amiga?

Yo soy...

2. ¿Son ustedes amigos o amigas?

Sí, somos...

México 41

Differentiated Instruction

Strategic Assist students that are slightly below grade level by reviewing each gesture and the corresponding pronouns and verbs in English. Then repeat the gestures while you say the pronouns and verbs in Spanish.

Challenge Have advanced students and/or heritage speakers write five sentences using each of the present-tense forms of the verb *ser*. Invite them to share their sentences with the class.

Day 3

Scaffold and Apply



C. Direct students to activity C and read the direction. Tell students that they have to choose the verb form that correctly completes each sentence. Have students look at the characters' gestures in the illustrations to assist them.

• **Presentational** Invite volunteers to share their answers and to explain the clues in the pictures and the sentences that helped them determine their answer (gesture, boy or girl character, more than one character, etc.). Then read the correct sentences with the class and have students repeat after you.

D. **Interpersonal** Read the first question, Are you a good friend? and have students answer with either *Yo soy un buen amigo* or *Yo soy una buena amiga*.

• Direct the second question toward a group of students. Have them answer in a complete sentence, using *Sí, somos amigos/ amigas*. (Yes, we're friends). Make sure students use the appropriate form to describe their group.

• Repeat the activity until all students have had an opportunity to participate.

Cuaderno de práctica, p. 15 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



Character Cutouts

- Set up groups of three or four students, ideally with at least one boy and one girl. Display for the class the cutouts of María, Tony, Lisa, and Jorge. On the board, write these sentences as a list: *Esta niña es _____*. *Este niño es _____*. *Es una amiga de _____*. *Es un amigo de _____*. *Ellas son buenas amigas*. *Ellos son buenos amigos*. Point to Lisa and say: *Esta niña es María*. *Es una amiga de Jorge*. *Ellos son buenos amigos*. Do the same with the cutouts of Tony and María. Ask students to say the correct sentences. Repeat with María and Lisa.
- Have students draw cutouts of themselves and write their name on them. Have them do the same activity with the members of their group, substituting their own names.
- Have the students from each group take turns introducing the other members of the group to the whole class.

Explore Communities



Un festival en mi comunidad

- Direct students to page 42. Read the title, *Un festival en mi comunidad* (A festival in my community) and have students repeat. Ask them what word in English looks and sounds similar to *comunidad*. Elicit “community.” Explain what a community is: a place or area where people live, work, and go to school together. Add the word *comunidad* to your *Palabras similares* chart.

- A. Read the email from María to Lisa. Have students identify familiar words and phrases. Emphasize the adjectives *buenos* (good), *divertido* (fun), and *bonita* (pretty).
- B. **Interpretive** Read the directions and have students repeat. Then have them explain how the words *divertido*, *buenos*, and *bonita* would describe a festival or a celebration in their community (people, music, costumes, flowers, etc.).
- Have students pretend they are writing the email to María. Ask them where they would write their email address. Elicit in the *De* (From) address box. Then read the incomplete email and have students repeat. Ask volunteers to complete each sentence with an appropriate word using the email message from activity A as a guide.

Teaching Suggestions

Apply Concepts Ask students to draw a picture of themselves and their friends at a festival in their community. On the board, write *El festival es divertido*. Have students copy the sentence under their drawings. Then have them read the sentence aloud as they present their pictures.

Expand Repeat the activity, but instruct students to copy the sentences from the email in activity B and complete them about their community festival.

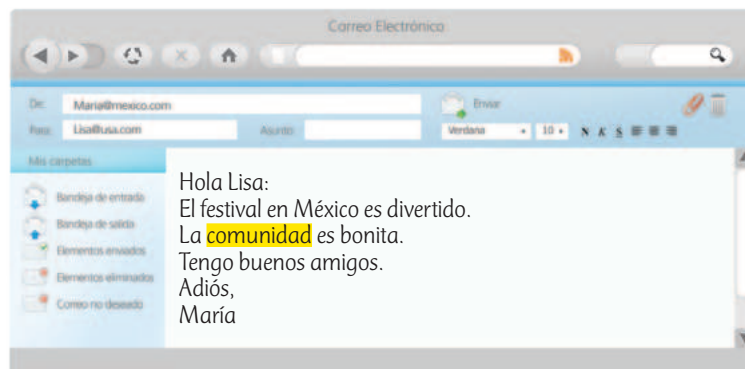
Personalize Repeat the activity one more time, but have students write their own sentences about their community festival using the words *festival*, *divertido*, *buenos*, and *bonita*.

Differentiated Instruction

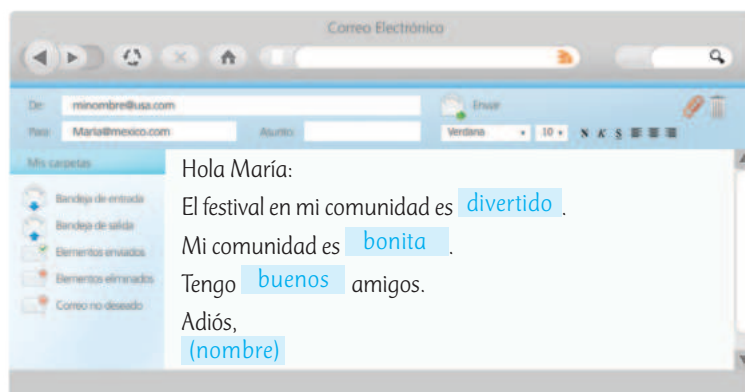
Strategic Assist students having difficulty with the meanings of *divertido*, *bonita*, and *buenos* by showing images of things they would consider fun, pretty, and good. Point to each picture and say the appropriate adjectives, having students repeat the words several times.

Un festival en mi comunidad

- A. Escucha y repite.



- B. Completa. Lee en voz alta.



42 Nos conocemos



Challenge Invite more-advanced students and/or heritage speakers to write sentences about Tony and Lisa at the festival in Oaxaca, using pronouns and adjectives presented throughout the unit. Ask students to share their sentences with the class.

Multiple Intelligences

Visual/Spatial

Distribute construction paper and art supplies. Have students create a mask of an animal or a flower that they would wear at the spring festival in Oaxaca. Punch holes in the sides of the mask and tie a string so that students can wear the masks. Play Mexican music and allow students to dance and sing with their masks and flowers as if they were at the festival.

Repasa

- saludos y despedidas
- los amigos
- la familia
- un festival

Aplica

1. ¿Quiénes son tus amigos?
2. Saluda a tus amigos.
3. Presenta a tu familia.
4. Describe un festival.



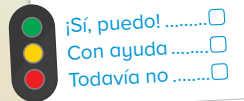
¡A escribir!

Tema: Mis amigos

1. Presenta tu trabajo sobre los amigos a la clase.
2. Lee tu trabajo en voz alta.
3. Presenta los dibujos.

Puedo...

- Puedo describir quiénes son mis amigos.
- Puedo saludar a mis amigos.
- Puedo presentar a mi familia.
- Puedo describir un festival.



México 43

Review and Apply



Read the topics under *Repasa* and review with students the concepts and vocabulary learned throughout the lesson. Have students use the activity as a self-assessment and ask them to evaluate their progress according to the *Puedo...* statements and simple rubric.



Informal Assessment

- Read the question and the commands under *Aplica*. (Who are your friends? Greet them. Introduce your family. Describe a festival) Be sure they understand them. Then divide the class into pairs or small groups. Have students alternate asking and answering the questions and performing the actions. Elicit answers in complete sentences.
- Have students answer the *Aplica* questions in writing or orally in pairs using an online Portfolio system.
- Observe how well students are able to answer the question and carry out the actions without your assistance.

Day 4

- Revisit the Guiding Question for the lesson and ask students to answer it using concepts and vocabulary learned during the lesson.



Cuaderno de práctica, p. 16 Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework. Use the *Repaso* pages 17–18 to review skills learned throughout the unit.

Culminating Activities



PRESENTATIONAL



¡A escribir!

Writing Process: Step 4

- Remind students that they have written stories about their friends.
- Ask students to review their drafts. Explain that now they will present their stories to the class.
- Help students with any vocabulary they might need to finalize their drafts. Then have them present their final work, and display it in the classroom.



Álbum de recuerdos



Hoja de actividad 15 This can also be a home connection activity.

- Have students draw themselves in the illustration with the characters at the festival. They can add a speech bubble with a sentence about the festival. Allow time for students to color and decorate the page. Then have them cut and glue their *recuerdo* in their *álbum de recuerdos*.
- See the lesson planner to expand this activity for students' Portfolio.

Unit 1

México • Culture

Preview

Objective

As they complete this project, students learn about cultural practices related to the celebration of spring in Mexico and make masks they can wear to parade in the classroom or school.

Useful Vocabulary

primavera	spring	podemos	we can
disfraces	costumes	hacer	to make
desfiles	parades	¡Manos a la obra!	Let's get to work!
naturaleza	nature		

Build Background

Cultural Context

Before students begin the reading, connect *Festival de la Primavera* in Oaxaca to other festivals throughout the world. Ask students to compare the Oaxacan celebration to any local or religious traditions they celebrate in their community.

Spring Festivals

En varias partes de las Américas y el mundo se celebra la llegada de la primavera con un festival. La gente de Japón, la India y Tailandia también celebra el fin del invierno con tradiciones y fiestas.

In many parts of the Americas and the world, the arrival of spring is celebrated with a festival. The people of Japan, India and Thailand also celebrate the end of winter with traditions and parties.

Ask: *¿Qué celebras en la primavera? ¿Qué haces para celebrar?* (What do you celebrate in the spring? What do you do to celebrate?)

Cultural Perspective

Tell students that the Mayans saw spring as a sign of balance. Spring was tied to Earth and its relation to other planets. On the first day of spring, the stars and planets are aligned with Earth. That means that day and night, the light and the darkness, are the same length. Discuss with students what other signs show that spring has begun where they live.



PRACTICES AND PERSPECTIVES



PRACTICES

Investiga la cultura

Máscaras para el Festival

Lisa y Tony visitan a María y a su abuela en Oaxaca. —¡Bienvenidos niños! Hoy es el 20 de marzo. Es el Festival de la Primavera —dice la abuela. —¿Qué es el Festival de la Primavera? —preguntan los niños. La abuela dice: —Con este festival celebramos la primavera. Hay celebraciones en muchas comunidades de México. —¿Y cómo celebran? —pregunta Tony. La abuela dice: —En México, la naturaleza es muy importante en la celebración. Los niños llevan máscaras y disfraces de flores y animales. También hay desfiles, música, bandas y bailes.

—Los bailes son divertidos —dice María—. Y la música es bonita. —Sí —dice la abuela—. El festival es muy bonito. —¿Podemos hacer una máscara? —preguntan Tony y Lisa. —¡Sí, claro! —dice la abuela—. Tenemos que hacer las máscaras. ¡Manos a la obra! **Y tú, ¿quieres hacer una máscara también?**

Conversa

1. ¿Adónde van Tony y Lisa?
Van a la casa de la abuela de María.
2. ¿Con quién hablan?
Hablan con María y su abuela.
3. ¿Qué actividades hay en el Festival de la Primavera en Oaxaca?
Hay desfiles, música y bailes.
4. ¿Qué máscaras tienen los niños?
Tienen máscaras de flores y animales.



43A Nos conocemos | Cultura

Pre-Reading Strategy: Predict

Have students look at the photo from the reading to predict what Tony, Lisa, and María see at the festival. Ask: *Mira la foto. ¿Qué ves?* (Look at the photo. What do you see?) Students should identify the young boy, the animal costume, and the mask.

Pre-Reading Strategy: Scan

Ask students to scan the text and identify words that they know (*bienvenidos, abuela, Tony, Lisa, María, festival*). Show the class pictures that represent new words (*máscara, festival, bandas, música*) and ask them to find the corresponding word in the text.

- Ask students about any festivals that they attend in their community, and about what those festivals have? Ask: *¿Vas a un festival en tu comunidad? ¿Qué haces en el festival?*

Manualidad

Sigue las instrucciones para hacer una máscara. Puedes hacer una máscara de un animal o de una flor. Usa tu creatividad.

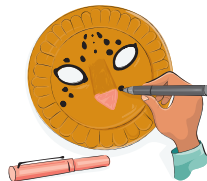
1. Pinta en un plato el color de la cara de tu animal.



2. Marca los ojos y córtalos.



3. Añade otros detalles a tu máscara.



4. Crea otras partes de tu animal (orejas, boca, etc.) y pégalas.



5. Pide a un adulto que haga dos agujeros a cada lado de la máscara.



6. Pasa un trozo de cuerda por cada agujero y ¡ponte la máscara!



Presenta

Describe tu máscara a la clase. Explica:

- ¿Qué animal o flor representa tu máscara?
- ¿De qué materiales está hecha?
- ¿Por qué te gusta esa flor o ese animal?

Cultura | México 43B

While Reading

- Read the story with your students and write down new vocabulary on the board. Remind them that they do not have to understand every word, but instead just get the main idea. If you have extra time, have them take turns reading the story out loud with different students playing the part of the narrator, Lisa, Tony, María, and the grandmother.
- Go over a few basic animal and flower names in Spanish with students before doing the project (*perro, gato, tigre, león, oso, elefante, caballo, rosa, margarita, lirio*, etc.).

Post-Reading: Expansion

Challenge students with these additional questions.

1. ¿Qué día es hoy?
Hoy es el 20 de marzo.
2. ¿Por qué crees que se celebra la llegada de la primavera?
Las respuestas varían.
3. ¿Cuál es la parte que más te gusta del Festival de la primavera en Oaxaca? ¿Por qué?
Las respuestas varían.

Materials

one paper plate per student, shared paint, marker, pens or colored pencils, scissors, colored construction paper or tissue paper, glue, hole-puncher (optional), yarn, and string or elastic cord

Suggestions

Tell students that the model shown here is a jaguar, but they can make any animal or flower they want. (To make a flower, have children cut out the center of the plate big enough to fit their face, and attach the petals around the plate.)

Instructions

1. Have students paint a base color for their animal face or flower on the paper plate.
2. Once the face color has dried, have students draw the animal's eyes, then cut them out. For the flower, they should cut out the big central hole for their face.
3. Ask students what other details they could add to their mask or flower.
4. Provide students with yarn, colored tissue, or construction paper to add details to the face and head.
5. Help students punch the holes and tie the string.

Presentation

Presenta Encourage students to use lesson vocabulary when they present their masks: *Buenos días. Yo me llamo Mike. Mi máscara es un perro. Me gustan los perros. Los perros son buenos y divertidos. ¡Adiós!*

Culminating Activity

Create groups of three or four students. Have students work together to practice introducing themselves and a friend. Have each group present to the rest of the class. Student A: *Hola, Yo soy el jaguar. El jaguar es amarillo. Mi amiga se llama (flor).* Student B: *Hola, me llamo Rosa. Soy una flor. La rosa es bonita. Mi amigo se llama...* Continue until all in the group have introduced themselves and others.







Challenge Create groups by animal or flower type.

Tell students in each group to prepare a sentence or two introducing their animal or flower, and likes and dislikes about spring. Have members of each group introduce themselves and say why they like or don't like the spring: *¡Somos perros! Nos gusta la primavera. Podemos jugar en la naturaleza. No nos gusta la lluvia. / ¡Somos margaritas! Nos gusta la primavera. Hay mucho sol.*



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This elementary K–5 program makes language learning a fun cultural adventure as students travel to twenty Spanish-speaking countries and explore the language and cultures!

Students meet engaging characters, who travel to eight amazing Spanish-speaking countries in each student book. They have fun as they travel with Charlie, Ana, and other student book characters and learn about the local people, places, cultures, foods, animals, and of course, the language.

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