

Brochure ¡LISTOS!

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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!

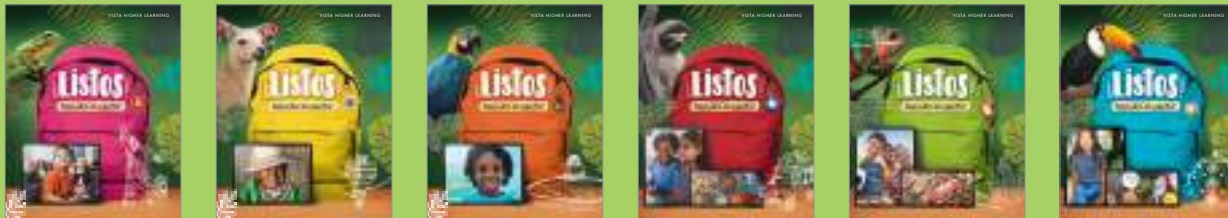
Students meet engaging characters, who travel to eight amazing Spanish-speaking countries in each student book. They have fun as they travel with Charlie, Ana, and other student book characters and learn about the local people, places, cultures, foods, animals, and of course, the language.

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PREVIEW ONLINE!
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VISTA HIGHER LEARNING

SAMPLE UNIT
Level B
TEACHER EDITION



¡Listos!

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!



Students discover natural wonders in Argentina!



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



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

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



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.

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 goodbyesintroduce themselves to others	<ul style="list-style-type: none">sí, noprimero, después, por último	Culture Connections: The Aztec Stadium, p. 14; Greetings and Goodbyes, p. 15	Writing: <i>Mis amigos</i> Investiga la cultura: <i>Máscaras para el Festival</i>
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 familyintroduce 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/tuel/la, los/lasde + <i>name</i>	Culture Connections: Build Background, p. 28; Close, p. 31	
4 Un festival	<ul style="list-style-type: none">describe people and eventsidentify 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/misun/una, unos/unasyo, tú, él/ella, ustednosotros, 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 liveidentify 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	Writing: <i>Mi casa</i> Investiga la cultura: <i>El huipil y la cotona</i>
2 El mercado	<ul style="list-style-type: none">name some food itemsstate likes and dislikescount 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 clothingdescribe 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 mapdescribe objects by using adjectives for size and lengthdescribe 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	

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</i> (<i>juego, juegas, juegan</i>) <i>saltar</i> (<i>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</i> (<i>estudio, estudias, estudias</i>), <i>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?/¿Cuá?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: <i>La tienda de mascotas</i> , 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</i> (<i>camina, caminan</i>), <i>correr</i> (<i>corre, corren</i>), <i>nadar</i> (<i>nada, nadan</i>), <i>saltar</i> (<i>salta, saltan</i>), <i>volar</i> (<i>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	

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