

VISTA HIGHER LEARNING

K-5 Spanish as a World  
Language Program

**¡Listos!**

Descubre el español





# ¡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!

**UNIDAD 1**  
**Nos conocemos**

**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

Parque en Cozumel

Cenote en Chichén Itzá

Plaza en Oaxaca

Descubre México

Students discover natural wonders in Argentina!

**UNIDAD 2**  
**¿Cómo vivimos?**

**Objetivos**

**Voy a pensar sobre...**  
¿Cómo formamos comunidades que nos ayuden en nuestra vida?

**Voy a aprender sobre...**

- el bioma y el hogar.
- las personas de la comunidad.
- la ropa y la moda.
- los lugares de la comunidad.

Cataratas de Iguazú

Plaza de las Naciones Unidas

Tienda de ropa

Parque en Buenos Aires

Descubre Argentina



# Print Resources

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



# Digital Resources



**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





# What's New in ¡Listos!

## NEW Culture deep dives with hands-on projects and cultural readings

The new *Investiga la cultura* pages are readings and projects that link both to the theme and country location of a unit. The text and visuals provide insight into the Spanish-speaking culture. These new pages present the target culture in a way that allows students to make comparisons with their own experiences.

The pages are flexible. Use them in different ways depending on your class need:

- Introduce the unit country and theme with culture.
- Use as stand-alone activities and plan your instruction around the project or reading.
- Expand students' communication with the unit language through the readings and project.

## NEW Teacher Support in the Unit Planners shows a clear instructional path

*¡Listos!* has all new Teacher Support at the unit level for planning and flexible pacing. Teachers can plan with a clear instructional path and integration of program resources.

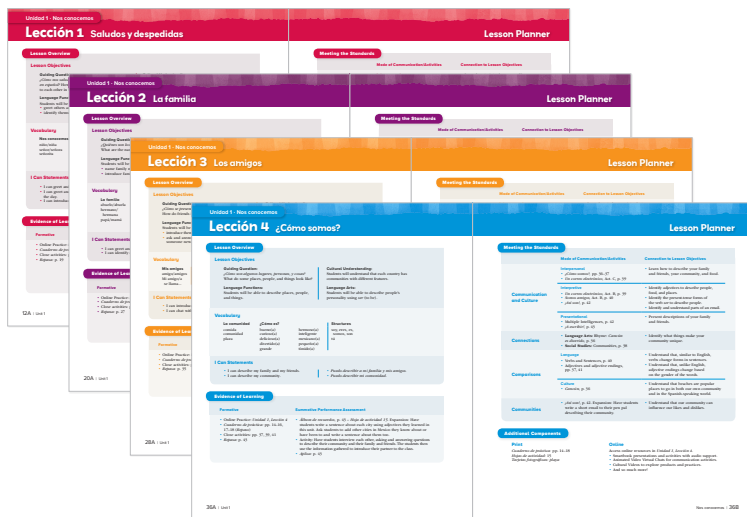
New Unit Planners with:

- Backwards design using eight Essential Questions as overarching goals for each of the units in Levels A through F.
- Overviews of the subthemes of each lesson.
- Targeted learning objectives for language and culture.
- Summative Performance Task options for each unit.
- Literacy and Culture cross-references to activities in the Student Edition and other *¡Listos!* components.
- Suggestions for Technology Integration and Pacing.



# NEW Teacher Support in the Lesson Planners allows for easy integration of standards

*¡Listos!* has all new Teacher Support at the lesson level with an overview of the lesson language goals and a clear connection to learning standards.



New Lesson Planners that include:

- A lesson overview with objectives, guiding questions, vocabulary, and structures that stem from the Essential Question.
- Evidence of Learning with formative and summative assessment suggestions.
- Activities organized by World Readiness Standards that are connected to the lesson's learning objectives.
- Additional activity suggestions to expand student experience with language and allow for flexible lesson delivery.

## NEW Suggestions for Flexible Pacing with *¡Listos!*

Flexibility is at the core of *¡Listos!* Each lesson can be adapted to stand alone to fit into any pacing schedule.

- Each of the eight units in a level of *¡Listos!* is divided into four lessons.
- Each of the four lessons has been developed for 30-minute class periods.

The pacing of the program, however, may be easily adapted according to your class schedule and the student's needs.

- For classes that meet 4 days per week, follow the *¡Listos!* organization.
- For classes that meet less than 4 days per week, the Planners include suggestions for what to include in each lesson or how to choose which lessons from a unit to focus on for your class.

For classes that meet less than 4 days per week here are some suggestions to keep in mind:

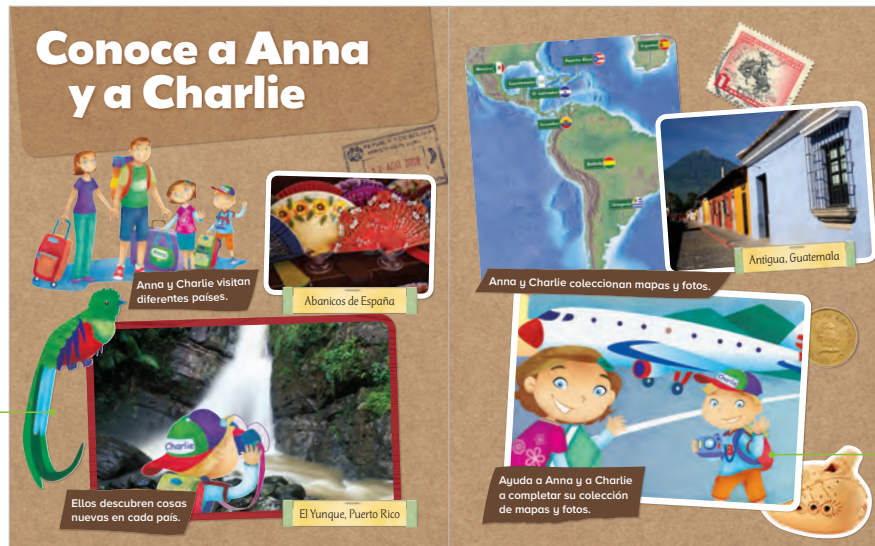
- Each lesson of *¡Listos!* can stand alone.
- Lessons 1 and 2 introduce communicative language focusing on theme-related vocabulary and expressions learned in context.
- Lessons 3 and 4 focus on language structure and putting it all together. Students are creating with the language, through additional reading, writing, and speaking activities.
- Each of the four lessons in a unit ends with a step in a larger writing activity. Look in the Unit Planner for suggestions to expand the lesson writing.
- Assign the *¡A escribir!* writing activity from a unit, then work backward and pick the language you want to use with your class that builds to the writing task.

# Program Walkthrough

## Meet Your Guides

### Student Book Level Opener

Provides a glimpse of some of the countries and landmarks where the characters will be traveling.



Introduces the characters for this level.

### Level Closer

Shows the characters coming back home after traveling through the countries.



Includes some or all of the characters the main characters met during their travels, or some of the places or landmarks they visited.





## Unit Planner

Each unit of *¡Listos!* has all new Teacher Support for planning and flexible pacing. Teachers can plan with a clear instructional path and integration of program resources.

### Unidad 1 Nos conocemos

**Unit Overview**

**Essential Question**  
*¿Cómo usamos el lenguaje para relacionarnos en la comunidad?*  
How do we use language to build relationships in the community?

**Enduring Understanding**  
Learning ways to use another language in our daily lives strengthens our connection to others in the community.

Objectives by Lesson	By the end of this unit, students will know or be able to:	Can Do Statements
<b>Lección 1</b>	<ul style="list-style-type: none"> <li>greet and say goodbye to children and adults at different times of day.</li> <li>introduce themselves to others.</li> </ul>	TE p. 12A
<b>Lección 2</b>	<ul style="list-style-type: none"> <li>greet their peers.</li> <li>introduce family members to others.</li> </ul>	TE p. 20A
<b>Lección 3</b>	<ul style="list-style-type: none"> <li>use various words and phrases to greet and say goodbye to a friend.</li> <li>engage in a brief conversation introducing themselves to each other.</li> </ul>	TE p. 28A
<b>Lección 4</b>	<ul style="list-style-type: none"> <li>describe their community.</li> <li>describe their family and friends.</li> </ul>	TE p. 36A
<b>Intercultural</b>	<ul style="list-style-type: none"> <li>understand how families and communities communicate, relate to each other, and celebrate important events.</li> </ul>	

**Summative Performance Tasks**

<p><b>Interpretive</b> <b>Language in Context, Lección 2, p. 21:</b> Listen to a song and sing along. Students demonstrate understanding of the greetings and family members by connecting lyrics to the images of family members. Then have students sing the song again, this time altering the lyrics to include classmates and other members of their own families.</p>	<p><b>Interpersonal</b> <b>Aplica, Lección 4, p. 43:</b> Have students work in pairs to create a conversation asking and answering questions about their community, family and friends. During the conversation, students should use vocabulary, adjectives, and forms of the verb <i>ser</i> learned throughout the lesson.</p>	<p><b>Presentational</b> <b>Multiple Intelligences, Lección 2, p. 26:</b> Have students draw and label the family members in their own family trees, using Tomás's as a model. Afterward students present their family tree to the class.</p>
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### Unit Planner

**Literacy Center**

**Skills practiced in this unit**

- Reading Skills:** sequence of events, p. 16; main ideas and details, pp. 22, 30; identify characters, p. 30; craft and structure: emails, p. 38
- Foundational Skills:** letters and sounds of vowels, p. 24; declarative and interrogative sentences, p. 32; punctuation, p. 32; cognates, p. 34; adjectives, p. 37
- Language Conventions:** present-tense forms of *preparar*, pp. 22–23; present-tense forms of *ser*, p. 40; Verbs and sentences, p. 40

**Theme-related readings**

**Lecturas fonéticas:** *Frida y el refresco de fresa, El concurso de brincos*

**Biblioteca temática:** Read stories about meeting and greeting others in context.

- Beginning: *¡Buenos días, Julio y Julia!* – Read about a day in the life of Julio and Julia. Ask students questions about the connections between the characters and how they greet each other.
- Intermediate: *El diario de Rick: Nuevos amigos* – Read about Rick and two new students in school. Ask questions about how the characters greet each other and about what happens that day in school.
- Advanced: *El Club de Español explora España* – The Spanish Club travels to Spain. Ask students about how the club members greet and say farewell to others, and about what activities they do in Spain. Ask what details in the visuals are unique to Spain.

**Enrichment Library:** Level C, Unit 1: *No fui yo...*

**Cultural readings with supporting activities**

**Antología 2, Lecturas culturales:**

- Beginner: *Me gustan los domingos*, p. 2. Text: story; Skills: letters and sounds of vowels; Grammar: nouns, interrogative and exclamatory sentences, adjectives.
- Intermediate: *Marmaladas bajo la cama*, p. 50. Text: story; Skills: *sílabas tónicas*, letter and sound of *h*; Grammar: identify nouns, adjectives and adjective endings
- Advanced: *Yanka, yanka*, p. 112. Text: story; Skills: diphthongs; spelling and sounds of *gue* and *gui*; Grammar: nouns

**Culture Connections**

**Lección 1:** *Plaza central*, p. 12; *Pyramids*, p. 14; *Close: Greetings and Goodbyes*, p. 15; *Informal Greetings*, p. 18

**Lección 2:** *Las piñatas*, p. 22

**Lección 3:** *Mexican Cowboys*, p. 28; *Chapultepec Park*, p. 29

**Lección 4:** *Canción*, p. 36

**Investiga la cultura:** *La piñata*, pp. 43A–43B

As they complete this activity, students learn about the origins of the piñata and make their own piñata to present to the class.

**Technology Integration**

You can add any of the activity ideas listed below to the student's portfolio:

- Use digital book creators with audio to record students' role-plays from all lessons.
- Use an animation app to create animation for student-recorded audio dialogues.
- Use free music sites to listen to and learn authentic songs from Mexico.

**Pacing Suggestions**

For classes that meet 1 to 2 times per week, 30–45 minutes per class:  
Teach lessons 1 and 2, *Saludos y despedidas* and *La familia*.  
Assign *¡Escribir! Mi familia* at the end of lesson 1 or lesson 2. Adapt the activity with these suggestions:

- Have students draw a picture of themselves, their family, and common birthday party objects.
- Using these illustrations, have students label family members and objects and decide what each person will bring or prepare for a birthday party.
- Students recited or present live in class.
- Use the Speaking rubric from *Evaluaciones* to assess. These can be added to the student's portfolio.

For classes that meet 3 or more times per week, 30–45 minutes per class:  
Present all four lessons in the unit, one lesson per week.

**A** **Essential Questions** and **Enduring Understandings** for each unit provide the goals for backward design when planning your lessons.

**B** **Learning Objectives** by lesson summarized for the unit allow you to choose what you want to focus on for your lessons.

**C** **Summative Performance Tasks** connect to each unit theme and expand on teacher activity suggestions.

**D** The **Culture Connections** highlights all the cultural information and activities across a unit for easy inclusion in lesson planning.

**E** The **Literacy Center** provides a complete cross reference to Language Arts support and reading practice for each unit of *¡Listos!* There are also cross references to other readers in the *¡Listos!* program. Each reference includes either a summary and/or skill focus of the reader.

**F** **Technology Integration** provides theme-related activity suggestions using web-based applications.

**G** **Pacing Suggestions** for classes meeting only 1 or 2 times per week list lessons to focus on with students and ways to adapt the unit writing activity for those lessons.

# Program Walkthrough

## Unit Opener

Describes **Essential Question** and **Unit Objectives**.

**Essential Question** for students and an **objective** for each lesson. The objectives link to Can Do statements at the end of each lesson.

**Unit 1**  
**Nos conocemos**

**UNIDAD 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 and adults at different times of the day.
- identify family members and introduce them to others.
- introduce themselves to new friends and classmates.
- identify and describe friends, events, and objects.
- compare their families with a Mexican family.
- describe a birthday party in Mexico and compare it to their own celebrations.

**Discuss the Unit**

- In this unit, students learn about Mexico, and how people in the Spanish-speaking world greet and say goodbye to each other. Students also learn the names for family members, how they interact with each other and with friends, and how places, people, and things are described.
- Display a map of North America or have students look at the map in their books. Help them identify Mexico and explain that it is a country that borders the United States to the south. Have volunteers share what they know about Mexico.
- Point out that Mexico is one of many countries where Spanish is spoken. Tell students that they will learn about seven other Spanish-speaking countries in other units of this book.
- Explain to students that there are about 330 million people in the world who speak Spanish as their first language.

**Global Teaching Strategy**  
Since the titles and direction lines in the student book are all in Spanish, reading them every time, asking students to repeat them, and then making a connection to English as necessary, will help students to assimilate syntax and vocabulary that may not be actively taught.

**Preview the Unit**  
**Saludos y despedidas**  
Point to the top image and tell students that this is El Zócalo—the main plaza, or square, in Mexico's capital city. Discuss the image with students. Then have them

**Objetivos**  
Voy a pensar sobre...  
¿Cómo usamos el lenguaje para relacionarnos en la comunidad?  
Voy a aprender sobre...  
• los saludos y despedidas.  
• la familia.  
• los amigos.  
• cómo somos.

**¿Cómo somos?**  
Point to the bottom image and tell students that it shows a view of Cancún, a popular holiday resort. Point out Cancún on the map for them. Explain that they will learn how to describe Cancún as well as other places and people.

**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 nos despedimos en español?* How do we greet and say goodbye to each other in Spanish?

**Lesson 2**  
*¿Quiénes son los miembros de una familia?* What are the names for family members?

**Lesson 3**  
*¿Cómo se presentan los amigos?* How do friends introduce each other?

**Lesson 4**  
*¿Cómo son algunos lugares, personas y cosas?* What do some places, people, and things look like?

go back to the map and point out: Ciudad de México (Mexico City). Explain that this is where the characters in the story will meet their Mexican friends.

**La familia**  
Point to the bottom image on page 10 of a rural home in Mexico. Explain that this is where the characters' new friends and their family members live.

**Los amigos**  
Point to the top image on page 11 of Chapultepec Park, a famous park in the Mexican capital and a popular tourist destination. Tell students that the characters and their friends will visit this park and meet other friends.

10 | Unit 1

Nos conocemos | 11

Introduces and discusses the unit country location.

Shows an overview of all lesson opener images with ideas for brief activities.

Presents **Guiding Questions** for each lesson.

## Additional Resources

### Online

Introduce students to the country featured in each unit by showing the country video.



## Lesson Planner

Each lesson of **¡Listos!** has all new Teacher Support with an overview of the lesson language goals and a clear connection to learning standards.

**Unidad 1 · Nos conocemos**

### Lección 1 Saludos y despedidas

**Lesson Overview**

**Lesson Objectives**

**Guiding Question:**  
*¿Cómo nos saludamos y nos despedimos en español?* How do we greet and say goodbye to each other in Spanish?

**Language Functions:**  
 Students will be able to:

- greet others and say goodbye.
- identify themselves and others.

**Cultural Understanding:**  
 Students will understand how people greet others informally in their own and in the Spanish-speaking cultures.

**Language Arts:**  
 Students will be able to recognize the sequence of events in a text.

**Vocabulary**

Nos conocemos	Saludos	Structure	Additional
niño/niña	¡Adiós!	¡Hasta luego!	Yo soy...
señor/señora	¡Buenos días!	¡Hola!	cierto = falso
señorita	¡Buenas tardes!	¡Nos vemos!	gracias
	¡Buenas noches!	¿Qué tal?	pirámide
	¿Cómo estás?		

**I Can Statements**

- I can greet and say goodbye to children and adults.
- I can greet and say goodbye to others throughout the day.
- I can introduce myself to others.
- Puedo saludar y despedirme de niños y adultos.
- Puedo saludar y despedirme durante el día.
- Puedo presentarme a otros.

**Evidence of Learning**

Formative	Summative Performance Assessment
<ul style="list-style-type: none"> <li>Online Practice: <i>Unidad 1, Lección 1</i></li> <li><i>Cuaderno de práctica</i>: pp. 5–7</li> <li>Close activities: pp. 13, 15, 17</li> <li><i>Repasa</i>: p. 19</li> </ul>	<ul style="list-style-type: none"> <li><i>Album de recuerdos</i>, p. 19 – <i>Hoja de actividad 12</i>. Expansion: Have students create a short comic strip of 3 different scenes with people greeting and saying goodbye to each other at different times of day. Have them read their comic strip to the group.</li> <li>Activity: Hold up pictures of a sunrise, a sun, a sunset, or a moon to indicate time of day. Ask pairs of students to take turns greeting, introducing, and saying goodbye to each other appropriately according to the image displayed.</li> <li><i>Aplica</i>: p. 19</li> </ul>

12A | Unit 1

### Lesson Planner

**Meeting the Standards**

	Mode of Communication/Activities	Connection to Lesson Objectives
<b>Communication and Culture</b>	<b>Interpersonal</b> <ul style="list-style-type: none"> <li><i>Saludos y despedidas</i>, pp. 12–13</li> <li><i>Hola y adiós</i>, Act. B, p. 17</li> <li><i>Buenos días, buenas tardes, buenas noches</i>, Act. B, p. 18</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to introduce yourself and greet and say goodbye to others at different times of day.</li> </ul>
	<b>Interpretive</b> <ul style="list-style-type: none"> <li><i>Las pirámides</i>, Act. B, p. 15</li> <li><i>¿Qué recuerdas?</i>, Acts. A, B p. 16</li> </ul>	<ul style="list-style-type: none"> <li>Identify and retell a sequence of events.</li> <li>Identify appropriate greetings and goodbyes based on the time of day.</li> </ul>
	<b>Presentation</b> <ul style="list-style-type: none"> <li>Activity: Have students use sequencing words to retell an event to a classmate.</li> </ul>	<ul style="list-style-type: none"> <li>Present a brief description of an event using sequencing words.</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li><b>Math:</b> Multiple Intelligences, p. 18</li> <li><b>Language Arts:</b> Sequence, p. 16</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe a Mexican pyramid and an Egyptian pyramid.</li> <li>Understand that sequencing words help signal the order of events in a story.</li> </ul>
	<b>Language</b> <ul style="list-style-type: none"> <li>Activity: Students play Duck, Duck, Goose but run opposite ways. When they meet in the middle, they stop, greet each other, introduce themselves and say goodbye using different phrases they've learned before continuing on to try to get the open spot.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that, similar to English, some greetings are used based on times of day.</li> </ul>
<b>Comparisons</b>	<b>Culture</b> <ul style="list-style-type: none"> <li><i>Plaza central</i>, p. 12</li> <li><i>Pyramids</i>, p. 14</li> <li>Close: Greetings and Goodbyes, p. 15</li> <li>Informal Greetings, p. 18</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different gestures may be used when greeting people in the Spanish-speaking world than in your own community.</li> </ul>
	<ul style="list-style-type: none"> <li>Activity: Students introduce themselves in an email to a pen pal from a Spanish-speaking country.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that making connections with native Spanish speakers will make learning a language more meaningful and rewarding.</li> </ul>
<b>Additional Components</b>		
<b>Print</b> <i>Cuaderno de práctica</i> : pp. 5–7 <i>Hojas de actividad</i> : 12, 44, 45 Character Cutouts: Anna, Charlie, Tomás <i>Tarjetas fotográficas: pirámide</i>	<b>Online</b> Access online resources in <i>Unidad 1, Lección 1</i> . <ul style="list-style-type: none"> <li>Smartbook presentations and activities with audio support.</li> <li>Animated Video Virtual Chats for communication activities.</li> <li>Cultural Videos to explore products and practices.</li> <li>And so much more!</li> </ul>	Nos conocemos   12B

**A** The **Lesson Overview** presents language and culture objectives, key vocabulary and structures, and Can Do statements for students.

**C** Lesson presentations and activities are clearly organized in **Meeting the Standards** to show how each activity aligns to the ACTFL Standards and to the lesson objectives. Additional new activities are provided in the planner to expand each lesson's connection to the standards.

**B** **Evidence of Learning** provides both formative and summative assessment tasks related to the lesson goals. Assessment suggestions expand on lesson activities as well as offer new assessment tasks.

**D** To help with pre-class planning, refer to the **Additional Components** list to find the resources in the **¡Listos!** program that support the lesson.

# Program Walkthrough

## Day 1: Lesson Opener

Each of the eight units is divided into four lessons of study. Even though each “lesson” is composed of four “days,” the flexibility of the program allows teachers to accommodate to whatever pacing schedule they have. The lessons follow the same pattern.

Presents **objectives** for the lesson in the form of language functions and culture.

Introduces **vocabulary** and structures for the lesson, which includes highlighted student book vocabulary plus additional, relevant vocabulary for the lesson.

Engaging characters and contextualized language pulls students into the lesson.

Provides **predicting activities** to elicit ideas and vocabulary to be revisited later.

**Saludos y despedidas**  
México • Lesson 1

**Language Functions**  
Students will be able to:

- greet others and say goodbye in Spanish.
- identify themselves and others in Spanish.
- recognize the sequence of events in a text.

**Culture Objective**  
Students will compare how people greet others informally in their own and in the Spanish-speaking culture.

**Vocabulary**

<b>Nos conocemos</b> niño/niña señor/señora/ señorita	<b>Saludos y despedidas</b> ¡Hola! ¡Adiós! Buenos días. Buenas tardes. Buenas noches.	<b>¿Cómo estás?</b> Hasta luego. Hola. Nos vemos. ¿Qué tal?	<b>Structures</b> Yo soy... <b>Additional</b> cierto • falso gracias pirámide
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**Guiding Question**  
*¿Cómo nos saludamos y nos despedimos en español?*  
How do we greet and say goodbye to each other in Spanish?  
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 and say goodbye to each other in Spanish.

**Activate Prior Knowledge** INTERPERSONAL  
**Preview Vocabulary**

- Ask students how they greet and say goodbye in English. Explain that in Spanish you say “hi” or “hello” by saying *hola*. Say *hola* to a student. Then wave and say *adiós* to him or her. Have the student say *hola* and *adiós* back to you. Repeat with a few more students.
- Then have students start this process: one student says *hola* to the student on his or her right, and then says *adiós* to that student, who turns to the next student and says *hola* and then *adiós* to him or her. Continue until all students have participated.

Unidad 1 • Lección 1

**Saludos y despedidas**

¡Hola!  
Yo soy Anna.

¡Buenos días!  
Yo soy Charlie.

Yo soy Tomás.

Yo soy...  
Yo soy Anna.  
Yo soy Tomás.  
Yo soy Charlie.

Conversa.  
Yo soy...

El Zócalo

12 | Unit 1

**Day 1**

**Character Cutouts** Act out the introductions using the cutouts of Anna, Tomás and Charlie. Hand the cutouts to pairs of volunteers and have them repeat the introductions after you. Then point to yourself and say:  
*Soy el señor/la señora/la señorita* [your name].  
I am Mr./Mrs./Ms. \_\_\_\_\_.  
Have students introduce themselves following you model.

**Predict** INTERPRETIVE

- Explain to students that they will read two dialogues. Have them turn to page 14 and quickly scan the illustrations. Then ask them what they think the dialogues are about, according to what they see. Elicit ideas by referring students to this unit's theme. Write students' ideas on the board and do not erase them until you confirm predictions.
- Have students again say who the characters on pages 12–13 are. Ask them where they think Tomás is from. Elicit that he might be from Mexico. Have students discuss whether they think Tomás will be in the dialogues or not.

**Close** INTERPERSONAL

**Character Cutouts—Total Physical Response** Have students build a Character Poster using poster board, adhesive tape, and the cutouts. Then ask students to pick up a particular character and tape it to the poster. Model as necessary.

*Toma a Anna. Ponla en el cartel.*  
Take Anna. Place her on the poster.

*Toma a Charlie. Ponlo en el cartel.*  
Take Charlie. Place him on the poster.

Nos conocemos | 13

**Build Background** PRODUCTS AND PRACTICES

- Explain to students that throughout this book they will learn about Anna and her brother Charlie, two children from the United States, who will visit Mexico and seven other Spanish-speaking countries.
- Direct students' attention to the lesson opener images. Then explain that most cities in Spanish-speaking countries have a main square, or *plaza central*, in the downtown area. Tell students that the name of this plaza is El Zócalo and ask them to compare this plaza to the downtown area of their community. Also ask them if there is somewhere similar to the Zócalo in their town or city.

**Language in Context**

- Read the dialogue on page 12 to students as they follow along. Then have students chorally repeat the dialogue after you. You may wish to have them close their books and repeat the dialogue after you two or three times.
- Role-play** Have volunteers form groups of two or four to role-play the dialogue.
- Read aloud the three character introductions on page 13. Have volunteers read the introductions aloud again. Then point to yourself and say:  
*Yo soy el señor/la señora/la señorita* \_\_\_\_ [your name].  
I'm Mr./Mrs./Ms. \_\_\_\_\_
- Next, have students look at *Conversa* and repeat saying, *Yo soy* \_\_\_\_ filling in their name. Have all students in the class introduce themselves individually.

**Guiding Question** for the lesson with suggested activity.

**Activates students' prior knowledge** by previewing vocabulary, building background, and providing language in context activities.

Suggests activities to bring **closure to day**.

## Additional Resources

### Manipulatives



Use the character cutouts to model the introductory dialogue.



## Day 2: Read

Day 2 of each lesson presents much of the vocabulary in a reading passage, supported by visuals. The characters explore a cultural product, practice, or culturally important location in the featured country and complete interpretive activities. All Day 2 instruction follows the same sequence, whether you are in lesson 1 or lesson 4.

### Read (dialogue or passage)

Lesson-colored **standards and skills boxes** include relevant cultural and linguistic information.

**Differentiated Instruction** activities for Benchmark, Strategic, or Intensive Groups plus a Challenge activity for more advanced students or heritage speakers.

**1** Warm-up

**3** **Pyramids** **PRODUCTS AND PERSPECTIVES**

*Las pirámides son monumentos antiguos. La gente construyó pirámides en distintas partes del mundo, como Egipto y México. Las pirámides se construyeron para celebrar ceremonias religiosas y como tumbas.*

Pyramids are ancient structures built by people in different parts of the world, such as Egypt and Mexico. Pyramids were built for religious ceremonies or as tombs.

Ask: ¿Qué es similar y qué es diferente si comparas fotos de las pirámides de Chichén Itzá y de las pirámides de Egipto? (What is similar and what is different if you compare photos of the pyramids in Chichén Itzá and of the pyramids in Egypt?)

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

- Read the title and have the class repeat after you. Ask volunteers to read.
- Explain to students that there are pyramids in several areas of Mexico, and that the pyramid shown here is in Chichén Itzá, which is located on the Yucatán Peninsula.

**2** **Vocabulary Development**

- Present the greeting *Buenos días* (good morning) by acting your entrance into the classroom. Then, encourage students to answer back using the same greeting. Go out of the classroom and say *adiós* (goodbye) and *hasta luego* (see you later). Tell students the meaning of both words and get them to practice as you pretend to leave the room. Finally, point to yourself and say, *Yo soy...* (your name) (I am...) Repeat a few times and tell students to use the same expression to introduce themselves. Ask them to stand up and say *Yo soy...*

**Echo Read**

- Read the text aloud and point as you read to build students' reading fluency and print knowledge. Read the text again in segments. Have students repeat each segment.

14 | Unit 1

**Unidad 1 • Lección 1**

### Las pirámides

14 Nos conocemos

**Teaching Strategies: Reading Skills**

**Key Ideas and Details** Help students point to and identify the characters. Ask these questions:

¿Quiénes conversan en los diálogos? (Pilar, Anna, Tomás y Charlie) Who are talking in the dialogues? (Pilar, Anna, Tomás, and Charlie)

**Make Inferences** Ask these questions:

¿Qué palabras usan para saludarse? (buenos días, hola) What words are used for greetings? (good morning, hello)

¿Qué palabras usan para despedirse? (adiós, hasta luego) What words are used to say goodbye? (goodbye, see you later)

**Critical Thinking** Ask these questions:

¿Qué hacen los niños? (Visitan las pirámides.) What are the children doing? (They're visiting the pyramids.)

¿Quién es Pilar? (la guía) Who's the guide? (the guide)

**Day 2**

**A. Escucha y repite.**

**B. Completa.**

- Hola. Yo soy Tomás.
- Anna visita la pirámide.
- Yo soy Tomás. Yo soy un niño.
- Yo soy Anna. Yo soy una niña.

**C. Conversa. Las respuestas varían.**

- Imagina que visitas México.
- Saludo a Pilar.
- Saludo a Tomás.

15 México

**Practice and Apply** **INTERPERSONAL**

**A.** Have students listen as you read and model the pronunciation and the intonation of the words under the illustrations. Then have students repeat the words.

**B. Interpretive** Read the direction and have students read along with you. Then have volunteers read each sentence, choosing one of the words from activity A to complete it.

- After each student reads, model reading the sentence with the correct word and have the class repeat after you.

**C. Interpersonal** Read the direction and have students read along with you. Read, explain, and model the conversation situation before asking students to greet Pilar and Tomás.

Hola, Pilar/Tomás.  
Buenos días, Pilar/Tomás.

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

**Close** **PRACTICES AND PERSPECTIVES**

Explain to students that in Spanish-speaking culture it is considered good manners to greet each person you meet during the day. In some countries, handshakes are used both to greet and say goodbye.

- Have pairs of students take turns practicing greetings and goodbyes. Have students use gestures as they greet each other such as handshaking or kissing on the cheek depending on whether they are being formal or friendly respectively.

Hola...	Hello ...
Buenos días...	Good morning ...
¿Cómo estás?...	How are you? ...
Adiós...	Goodbye ...
Hasta luego...	See you later ...

15 Nos conocemos | 15

**Teaching Suggestions** for building vocabulary through reading comprehension. Include suggestions for concepts, content, and critical thinking skills.

**Practice and Apply** including structured opportunities to go over concepts and vocabulary.

Suggests activities to bring **closure to day**.

# Program Walkthrough




## The Day 2 Sequence

### Lessons **1** **2** **3** **4**



- 1 Warm-up Suggestions** to start each lesson.
- 2 Vocabulary Development** For the second language learner, the suggestion include gestures, miming, and hints for connecting to new words with techniques to engage younger learners. Explanations also include how to use the *¡Listos!* manipulatives, such as the **Tarjetas fotográficas**, Character Cutouts, and Poster Cutouts to present, categorize, and physically reinforce new vocabulary.
- 3 Standards-based boxes** These boxes are in English and Spanish and include additional relevant cultural and linguistic information or instruction. Each box is labeled with an icon to indicate the connection to either ACTFL or Spanish Language Arts standards. Culture boxes include questions for students for cultural reflection.
- 4 Echo Read or Read Aloud** instruction notes for using the *¡Listos!* text to gain reading fluency.
- 5 Teaching Suggestions** Instruction for Day 2 focuses on Reading Skills. Teacher notes provide suggestions to differentiate instruction among learners. Labels on each suggestion highlight the learning progression from simple comprehension, to application of the new concepts, and expansion or critical thinking questions. Use the expansion suggestions with heritage speakers in the classroom or in the dual language setting.
- 6 Differentiated Instruction** This section, found on all Days 2 to 4, addresses the different needs of students. **Benchmark** suggestions are for use with students who are making good progress but are experiencing temporary or minor difficulties. **Strategic** suggestions are for those who are slightly behind or may need to have a concept re-taught to them or periodically reviewed. **Intensive** suggestions are for those who are behind and considered at risk. Activities labeled **Challenge** can be used with more advanced students, heritage speakers, or the dual language classroom. These activities expand on the language presented in the lesson, and explore the theme or context with additional vocabulary beyond the text page.

### Additional Resources

#### Manipulatives and Readers

-  **Tarjetas fotográficas** Support new vocabulary as you read with the class or use the photo cards on Word Walls in your classroom.
-  **Character Cutouts** Use the characters to model the dialogue, support understanding of new concepts and role-play the stories with students.
-  **Biblioteca temática** Expand reading with one of these theme-related readers. See the Unit Planner for suggestions.

#### Online

-  Play the audio to present or re-read the story. All story dialogues have audio as do activities with an audio icon.
-  Do online activities with small groups or whole class connected to the interactive whiteboard.



## Day 3: Language Skills

Day 3 instruction follows a pattern across units and changes based on the lesson.

### Lesson

- 1 Check Comprehension
- 2 Check Pronunciation
- 3 Check Language
- 4 Check Functions and Forms

**Scaffold and Apply** including new vocabulary activities that build on previously presented vocabulary and skills.

**DAY 3 México • Lesson 1**

**Check Comprehension** INTERPRETIVE

**¿Qué recuerdas?**

**Sequence** READING SKILLS

*La secuencia es el orden en el que ocurren los sucesos en una narración. Si sabemos en qué orden ocurren los sucesos podemos tener ideas y opiniones sobre esa narración. Las palabras "primero", "después" y "por último" nos indican el orden de los sucesos en una historia.*

Sequence is the order in which things happen in a story. If we know the order in which events take place in a narration, then we can form ideas and opinions about it. The words *primero* (first), *después* (next), and *por último* (last) signal the order of events in a story.

- Write the sequence words on the board and tell students that since the text on page 14 was so simple, it did not include any time and order words or phrases. Then have students turn to page 16. Have a volunteer read the title *¿Qué recuerdas?* Then have the class chorally repeat the title.

**A. Interpretive** Read the direction and have students read along with you. Help students identify what happens first, next, and last according to the dialogues they heard/read on page 14. Ask:

- ¿Qué pasa primero? What happens first?
- ¿Qué pasa después? What happens next?
- ¿Qué pasa por último? What happens last?

**B. Interpretive** Have volunteers read each statement under the illustrations and say whether it is *cierto* (true) or *falso* (false) according to the story or common sense. Finally, read each statement, adding the corresponding *cierto* or *falso*, and have students repeat after you.

1. Yo soy Tomás. Falso	I'm Tomás. False
2. ¡Hola! Cierto	Hello! True
3. Adiós. Cierto	Goodbye. True
4. Buenos días. Falso	Good morning. False

16 | Unit 1

Unidad 1 • Lección 1

**¿Qué recuerdas?**

**A. Ordena.**

**B. ¿Cierto o falso?**

1. Yo soy Tomás. Falso	2. ¡Hola! Cierto
3. Adiós. Cierto	4. Buenos días. Falso

16 Nos conocemos

**Day 3**

**Scaffold and Apply** INTERPERSONAL

**Hola y adiós**

**A. Escucha y repite.**

**B. Conversa.** Las respuestas varían.

<b>Saludos</b> ¡Hola! ¿Qué tal? ¿Cómo estás?	<b>Despedidas</b> Adiós. Hasta luego. Nos vemos.
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México 17

**Teaching Suggestions: Reading Skills**

**Hoja de actividad—Recognize Sequence** Ask students to name the words for "first," "next," and "last" from the board. Help them repeat these after you: *primero, después, por último*. Then distribute *Hoja de actividad 44*, which shows the three images from activity A. Ask students to copy the sequence expressions on the corresponding images. Have them cut out the three images and glue them into a booklet. Finally, have them use the booklet with a classmate for additional oral practice using the sequence expressions.

**Hoja de actividad—Apply** Ask students to complete *Hoja de actividad 44* by filling in the sequence expressions and greetings such as *hola* and *buenos días* in the first box, the words *visita/visitan* or *pirámides* in the second box, and the words *adiós* or *hasta luego* in the third box.

**Hoja de actividad—Expand** Ask students to complete *Hoja de actividad 44* using phrases or sentences. Encourage students to use the vocabulary for greetings and goodbyes they have already practiced as well as vocabulary such as *niños* and *pirámides*. Have students share their phrases or short sentences with the class.

**Differentiated Instruction**

**Intensive** Assist students who exhibit or have been identified as having a learning disability by focusing on one concept at a time, such as *cierto* and *falso*. Make several true/false statements in English and have students practice the skill by saying *cierto* or *falso* after they hear each statement.

**Challenge** Encourage more-advanced students and/or heritage speakers to come up with other sequence words or ordinal numbers. For example, elicit *segundo* (second), *tercero* (third), *cuarto* (fourth), and other words. Write these on the board and have students explain to the class what they mean.

**Close** INTERPRETIVE

Have students revisit the predictions they made for the reading *Las pirámides*. Direct their attention to the predictions were the same as or different from the dialogues in *Las pirámides*.

Nos conocemos | 17

**Teaching Suggestions** for building foundational language skills. Includes suggestions for concepts, content, and critical thinking skills.

**Differentiated Instruction** activities for Benchmark, Strategic, or Intensive Groups plus a Challenge activity for more advanced students or heritage speakers.

Suggests activities to bring **closure to day**.

# Program Walkthrough

## The Day 3 Sequence

**1 Lesson 1 - Check Comprehension:** The focus is on checking comprehension of the vocabulary and structures from the reading on Day 2. Students practice new concepts in the cultural or storyline context of the lesson. Teaching Suggestions offer additional ways to support vocabulary and language development.


**2 Lesson 2 - Check Pronunciation:** The focus is on the sounds of the Spanish language. All students identify vowels, syllables, words, and word parts. Pronunciation activities support the non-native Spanish speaker. Spanish to English language comparisons support all students. Teaching suggestions support building foundational skills in Spanish with suggestions for using the program manipulatives.


**3 Lesson 3 - Check Language:** Practice focuses on the language contexts of the lesson and follows the storyline from the unit. Activities scaffold practice around basic communicative phrases that weave in the new vocabulary and language concepts. Connections to other disciplines often form the context for language practice. Teaching suggestions scaffold practice even further of different learners.


**4 Lesson 4 - Check Functions and Forms:** Practice expands on the structures and forms used throughout the lesson. Students interpret and communicate with dialogues and questions aligned to the language functions of the lesson.

### Additional Resources


#### Manipulatives/Print


 **Tarjetas fotográficas** Use the teaching suggestions for phonics found on the back of all photo cards.

 **Syllabic and Alphabet Flashcards and Games** Build Spanish Language Arts skills with these flashcards and games. Use them for phonetic practice in Lessons 2, 3, or 4. Ideal for small groups or remedial instruction.

 **Cuaderno de práctica** Expand students' practice of vocabulary and structure with the workbook. Each lesson has worksheets to use in class or at home.

#### Online

 Play the audio for pronunciation and language presentation and activities. A recording feature is also available so students can work independently or in small groups.

 Do online activities with small groups or whole class connected to the interactive whiteboard.



## Day 4: Culture, Connections, Comparisons, and Communities, plus Writing Skills

Day 4 instruction follows a pattern across units and changes based on the lesson.

### Lesson

- 1 Explore Cultures
- 2 Explore Connections
- 3 Explore Comparisons
- 4 Explore Communities

**Teaching Suggestions** to support learning of concepts, content, and critical thinking skills.

**Culminating Activities** involving the writing process, scrapbook, or journal keeping.

**DAY 4 México • Lesson 1**

**Investigate Cultures** PRACTICES AND PERSPECTIVES

**Buenos días, buenas tardes, buenas noches**

**A. Escucha y repite.**

Buenos días, Lisa.  
Buenos días, señora López.  
Buenos días, mamá.  
Buenas tardes, Pedro.  
Buenas tardes, mamá.  
Buenas noches, Lisa.  
Buenas noches, mamá.

**B. Conversa.** Las respuestas varían.

Buenos días, señora.  
Buenas tardes, señor.  
Buenas noches, señora.

**Informal Greetings** PRACTICES AND PERSPECTIVES

*En la mayoría de los países de habla hispana, es muy común besarse en la mejilla cuando la familia o los amigos se encuentran o se despiden.*

In most Spanish-speaking countries, it is common for family members or close friends to kiss on the cheek when they greet each other or when they say goodbye.

Ask: ¿Con los amigos y la familia, se besan en la mejilla o se dan la mano? (Do you kiss on the cheek or shake hands with friends and family?)

**Teaching Suggestions**

**Comprehension** Have students point to words and to phrases such as *buenos días*, *buenas tardes*, and *buenas noches*, and ask them to say them back to you.

**Role-play** Have pairs of students take turns role-playing all three dialogues from activity A. You can also have them create their own dialogues using their names. Have them act out the dialogues in front of the class.

**Differentiated Instruction**

**Benchmark** Assist students having minor difficulties pronouncing the letter *ñ* in *señor* and *señora* by having them pretend that the words are spelled *senyor* and *senyora* as they try saying them again.

18 | Unit 1

**Unidad 1 • Lección 1**

**Buenos días, buenas tardes, buenas noches**

**A. Escucha y repite.**

Buenos días, Lisa.  
Buenos días, señora López.  
Buenos días, mamá.  
Buenas tardes, Pedro.  
Buenas tardes, mamá.  
Buenas noches, Lisa.  
Buenas noches, mamá.

**B. Conversa.** Las respuestas varían.

Buenos días, señora.  
Buenas tardes, señor.  
Buenas noches, señora.

**Multiple Intelligences**

**Logical/Mathematical**

**Tarjetas fotográficas** Provide copies of the image side of the photo card that shows a Mexican pyramid. Explain that this pyramid has four triangular sides and a square base, while others, such as Egyptian pyramids, were built with three triangular sides and a triangular base.

**Hoja de actividad** Distribute *Hoja de actividad* 45 and have students design and color their own Mexican pyramid. Have them cut out and glue their pyramids together. Display students' artwork in the classroom.

**Repasa**

• Los saludos y los despedidos

**Aplica**

1. Saluda a un niño.  
2. Saluda a una niña.  
3. Despidete de la señora López.

**¡A escribir!**

Tema: Mi familia

Vas a escribir sobre tu familia y las fiestas de cumpleaños.

- Planifica tus ideas.
- ¿Cómo prepara tu familia una fiesta?
- ¿Quién prepara el pastel?
- ¿Preparan una piñata?
- Dibuja las personas y la fiesta.

**Puedo...**

• Puedo saludar y despedirme de niños y adultos.  
• Puedo saludar y despedirme durante el día.  
• Puedo presentarme a otros.

**Review and Apply** INTERPERSONAL

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

**Informal Assessment**

**Note for teachers:** Gender identity has become a sensitive issue in many communities. Spanish assigns gender not only to people but to all nouns, pronouns, and accompanying adjectives. In all units characters are clearly male or female, hence phrases such as *Saluda a una niña* or *Saluda a un niño*, that appear in this unit. If you find that activities where students identify their own gender or others are inappropriate for your classroom, they can be easily eliminated without changing the lesson goals.

• For the *Aplica* activity, read the three commands and have individual students stand up and perform one command each.

19

**DAY 4**

**Culminating Activities** PRESENTATIONAL

**¡A escribir!** Writing Process: Step 1

• In the next lessons, students will prepare illustrated stories about their families and birthday parties.

• Discuss the meaning of the *Planifica* stage. Ask students to draw a picture of themselves, their families and also objects that are always present at parties such as *pasteles*, *piñatas*, *dulces*, *sombreritos*, *sillones* (cakes, piñatas, sweets, party hats, whistles).

• Provide extra vocabulary for students as needed, but explain that they will learn some expressions for birthday parties in lesson 2.

**Album de recuerdos**

**Hoja de actividad** Tell students that they will create their own *album de recuerdos* as they accompany Anna and Charlie on their travels. Use *Hoja de actividad* 12, and hand out the blank scrapbooks. Have students label the cover *Mi album de recuerdos*. This can be a home connection activity.

• Explain to students that they should draw themselves greeting Tomás. Then tell them to cut out the speech bubbles and glue them where they belong in the drawing. When finished, have students glue their *recuerdo* inside their *album*.

• See the lesson planner to expand this task for students' portfolio.

Nos conocemos | 19

**Differentiated Instruction** activities for Benchmark, Strategic, or Intensive Groups plus a Challenge activity for more advanced students or heritage speakers.

**Review and Apply** including informal assessment activities.

Extension activities with **Multiple Intelligences** that encourage students to learn in eight different ways: linguistically, logically, mathematically, spatially, bodily-kinesthetically, musically, interpersonally, intrapersonally, and naturalistically.

# Program Walkthrough

## The Day 4 Sequence

**1 Lesson 1 - Explore Cultures:** Students practice new vocabulary and structures as they learn about cultural products and practices. Teaching Suggestions offer additional ways to support vocabulary and language in the cultural context.

**2 Lesson 2 - Explore Connections:** Students practice language and structures while making connections to other disciplines. Readings and activities explore math, science and social studies as it connects to the cultural or storyline context of the lesson.

**3 Lesson 3 - Explore Comparisons:** Students compare language similarities and differences between Spanish and English. Activities and teacher support provide comparisons of structure and usage, and words, such as cognates and word parts, in the context of the lesson storyline.

**4 Lesson 4 - Explore Communities:** Students learn and practice language in the context of the Spanish-speaking community and their own daily life and community.

### Lessons **1 2 3 4**

**A ¡A escribir!** A four-step writing process activity, this is one of the culminating projects in each of the lessons of a unit. Each lesson guides students through the four steps of planning, writing, revising, and presenting their project. Peer review and editing forms a part of the revising step. This activity can be assigned across a unit but, for added flexibility, each lesson planner has suggestions for adapting the writing task to an individual lesson.

**B “Can Do” statements for student Self-assessment**  
The end of each lesson includes “Can Do” statements and a simple rubric so that students can evaluate and take ownership of their own learning. Each statement directly connects to a language function of the lesson. English and Spanish statements are also provided in the Lesson Planners for teachers.

**C Student Journals and Scrapbooks for portfolios**  
Use the journaling sheets in the *Hojas de actividad* resource and have students keep a journal of their “trip” through the Spanish-speaking world. Instructions for the sheets are at the end of each lesson. Expansion ideas are provided in each lesson planner.

### Additional Resources

#### Print



**Cuaderno de práctica** Expand students’ practice of vocabulary and structure to use in class or at home. Each unit has a *Repaso* page to review key concepts.



**Evaluaciones** Tests are by unit and contain activities for all four skills. Teacher support includes rubrics and scripts.

#### Online



Assign the *¡A escribir!* activity online. All four steps from each lesson are provided in a single activity.



**Hojas de actividad** These printable contain graphic organizers and worksheets for drawing or writing activities. *¡A escribir!* and *Álbum de recuerdos* worksheets are here.

- **Animated Video Chats** Animated characters speak to students using the language learned in the unit.
- **Evaluaciones** Tests are auto-graded and include audio. Instead of testing, use these activities as whole class practice.



## Investiga la cultura

### Intercultural deep dives with hands-on projects or readings

The new *Investiga la cultura* pages are readings and projects that link both to the theme and country location of a unit. The readings and visuals provide insight into the Spanish-speaking culture. These new pages present the target culture in a way that allows students to make comparisons with their own experiences.

Reading comprehension questions to guide interpretation and understanding.

Hands-on projects linked to the cultural of the theme.

### Unidad 1

México • Culture

**Preview**

**Objective**

Students learn about the history of *piñatas*, then make and decorate their own. They also find places where *piñatas* are sold in their community and plan a theme party using one.

**Useful Vocabulary**

sorpresa	surprise	lleva	takes
globos	balloons	llegan	arrive
viajero	traveler	traen	bring
ve	see	se hace	becomes
primera vez	first time	países	countries

**Build Background**

**Cultural Context**

Although *piñatas* are most closely associated with Mexico, they are also popular in other countries, including Spain, the United States, Cuba, and other parts of Central and South America. Each country has adapted the use and style of the *piñata* across the years. For example, in Cuba, *piñatas* are not broken with a stick, but instead are opened by pulling on ribbons at their base.

**Piñatas and Aztec Celebrations**

Quando los españoles llegaron a México, la gente que vivía allí, los aztecas, ya tenía una tradición similar a las fiestas españolas con piñatas. Para una de sus celebraciones, los aztecas ponían una olla de arcilla llena de premios en un poste. Decoraban la olla con plumas. Luego rompían la olla con un palo y los premios se caían al suelo.

When the Spanish arrived in Mexico, the people living there, the Aztecs, already had a similar tradition to the Spanish parties with *piñatas*. For one of their celebrations, the Aztecs put a clay pot filled with prizes on a pole. They decorated it with feathers. Then they broke the pot with a stick and the prizes fell to the ground.

Ask: ¿Puedes pensar en diferentes tipos de celebraciones que son populares en otros países o culturas? Can you think of other kinds of celebrations that are popular in other countries or cultures?

**Cultural Connection**

You may want to give your students more background on how the Spanish adapted the *piñata* for use in religious celebrations. After its introduction in Spain, the *piñata* became part of pre-Easter celebrations. The traditional form of a *piñata* is a

43A | Culture | Unit 1

### Investiga la cultura

#### La piñata

Es el cumpleaños de Anna. Su familia y sus amigos preparan una fiesta sorpresa. La idea de la fiesta es de su hermano Charlie. En la fiesta, hay muchos globos, tacos y un pastel de cumpleaños. También hay una piñata. Charlie muestra mucha curiosidad por la piñata.

—Abuelo, ¿de dónde vienen las piñatas? —pregunta Charlie.

El abuelo explica sobre el origen de las piñatas: —Según una teoría, el viajero italiano Marco Polo ve las piñatas por primera vez en China en los años 1200 y lleva esta tradición a Europa.

—Pero ¿cómo llegan a México? —Pues después, los españoles traen la piñata a México y se hace muy popular aquí. Buena, también son populares en otros países... —¿Allí llegó Ansel? —dice Charlie. —¡Sorpresal! —dicen todos. Ansel está muy feliz. Para ella, lo mejor de la fiesta es romper la piñata. Y a ti, ¿te gustan las piñatas? ¿Quieres hacer una?

**Conversa**

- ¿De quién es el cumpleaños hoy?
- ¿Qué hay en la fiesta sorpresa?
- Según el abuelo, ¿de qué país vienen las piñatas?
- ¿Quiénes traen la tradición de la piñata a México?
- ¿Por qué crees que las piñatas son tan populares?

43A Nos conocemos | Culture

### Manualidad

Sigue las instrucciones para hacer una mini piñata decorativa. Usa tu creatividad.

- Dibuja el patrón de tu piñata en papel y crea dos figuras iguales de cartón.
- Corta también dos tiras largas de cartón de dos pulgadas.
- Une las dos figuras usando las tiras de cartón y cinta.
- Corta tiras de papel de seda y haz pequeños cortes en un lado.
- Pega las tiras una a una sobre la piñata.
- Pide a tu maestro(a) que haga un agujero en la piñata y luego pasa una cuerda para colgarla.

**Presenta**

Describe tu piñata a la clase. Explica:

- ¿Qué representa tu piñata?
- ¿De qué materiales está hecha?
- ¿Dónde vas a colgar tu piñata?

43B Cultura | México

**Materials**

one flattened cardboard box per student or pair of students (depending on size), shared tissue paper in a variety of colors, glue, scissors, masking tape, pencils, rulers, a hole puncher (optional), and cord or string

**Suggestions**

- As an alternative to this mini *piñata* project, you could instead put students in small groups to create bigger *piñatas*.
- Tell students that the model shown in the drawings is a donkey, but they can pick any design they want. Give them some ideas: *un taco, un Chile, una estrella, un dinosaurio, un unicornio*, etc.

**Instructions**

- Help students draw the outline for their *piñatas* if they struggle making the shape simple enough for this project.
- Model measuring 2 inches on the ruler so that students can measure their strips of cardboard themselves.
- Have students add the tape on one side first, and then on the other side. They may need help from an adult.
- Tell students that they can save time by making several folds to the tissue paper before making the cuts.
- Students should glue from the bottom up if they want the strips of paper to overlap easily.
- Help students punch the holes and add the string to their finished *piñatas*.

**Apply and Extend**

**Presentation** Have students name their *piñatas* and present them to the class: *Mi piñata se llama [nombre]*. The class should respond: *¡Hola, [nombre]!* The presenting student should then give a quick description: *[Nombre] es un dinosaurio. Es verde. Es muy hermoso y muy inteligente.*

**Song** There is a traditional verse that children sing when trying to hit the *piñata*: *¡Dale, dale, dale, no pierdas el tino, porque si lo pierdes, pierdes el camino; ya le diste una, ya le diste dos, ya le diste tres y tu tiempo se acabó!* (Hit it, but be careful, or you'll lose your way; now you hit it once, now you hit it twice, now you hit it three times and your time is over!)

**Interact with the Community**

Ask students to list places in their community where they might be able to see a *piñata*. These could include markets, large craft stores, party and paper stores, and online. Have students work in small groups to plan a theme party using a *piñata* design. They should include a guest list of family members and friends to invite, as well as a list of food and drinks to serve.

Nos conocemos | Culture | 43B

Culture reflection questions to connect each topic to students' personal experiences and interests.

Step-by-step instructions with visuals for students. Extra support for the teacher.

Mini-project follow-up graphic organizer and presentation suggestions.

Expanded projects and activity suggestions.

# Program Walkthrough

## How to teach with *Investiga la cultura*

The *Investiga la cultura* pages are flexible. Use them in different ways depending on your class need:

- Introduce the unit country and theme with culture.
- Use as stand-alone activities and plan your instruction around the project or reading.
- Expand students' communication with the unit language using the readings and project.

**Learning Objectives** focus on intercultural understandings.

Readings expand on the cultural knowledge from the unit.

Students infer meaning of new language using context and visuals.

**Culminating Activities** include culture reflection and comparison questions.

**Unidad 2**  
Bolivia • Culture

**Preview**  
Students read about the Carnaval de Oruro, Bolivia, and look at the costumes and masks of the participants. They also trace the route of the Carnaval parade through the town and compare this celebration with traditions in the United States.

**Useful Vocabulary**  
disfraces costumes  
máscaras masks  
folkloricos folkloric

**Build Background**  
**Cultural Context**  
Explain to students that Carnival originally was a Christian celebration that included many pagan elements. It took place during Lent, the solemn time period leading up to Easter. Later it turned into wider cultural celebrations that still take place at the same time, in February or early March. Current celebrations mix religious elements with folkloric music and dances. Often elements of popular culture, especially popular songs and dances, are part of Carnival celebrations.

**Tinkas Dances**  
La danza del Tinku es un baile folclórico que tiene base en un ritual de combate primitivo. Los participantes son hombres y mujeres de diferentes pueblos, todos vestidos con ropa elaborada y de muchos colores. La danza incluye "golpes" en donde los bailarines se mueven al ritmo de la música de una manera parecida a una lucha.  
The Tinku is a folkloric dance that is based on a pre-Incan combat ritual. The participants are men and women from different towns, all dressed in elaborate and colorful clothing. The dance includes "face-offs" where the dancers move in rhythm with the music and move in a way that resembles a fight.  
Ask: ¿Por qué es importante proteger esta tradición? Why is protecting this tradition important?

**Investiga la cultura**  
**El Carnaval de Oruro**  
Hoy Anna y Charlie están en Oruro, Bolivia. Así hoy un carnaval muy famoso, el Carnaval de Oruro. Este carnaval se celebra durante diez días en febrero. Los personajes llevan disfraces y máscaras. Hay música y baile en la calle. Anna y Charlie van a reunirse con sus amigos Carla, Sofia y otros dos niños, Hugo y Sergio, pero ¿dónde están los niños?

**Recorrido Carnaval de Oruro**  
El carnaval empieza con un desfile de más de 30,000 personas. Más de 50 bandos y grupos folclóricos bailan y hacen mueras (muevas) entre los bailarines.

**En el carnaval, Anna y Charlie ven...**  
Máscaras y disfraces: Los disfraces del Carnaval de Oruro tienen elementos de la religión católica y folclórica, como por ejemplo las máscaras, los toreros y los símbolos religiosos.  
Desfiles: Los grupos folclóricos bailan 8 tipos de danzas y representan cultura y regiones de Oruro.  
Bandos: Los bandos tocan música que tiene raíces en las culturas inca y aymara. También hay competencias de bandos la semana antes del carnaval.

**Conversa y compara**  
1. ¿Dónde están Anna y Charlie hoy?  
2. ¿Cómo están van a reunirse?  
3. ¿Cuántos días dura el Carnaval de Oruro?  
4. ¿Qué van Anna y Charlie en el carnaval?  
5. ¿De qué color es la ropa de los bailarines en el carnaval?  
6. ¿Cómo van Charlie y Anna hasta donde están sus amigos? ¿A qué hora?  
Campeón el carnaval de Oruro con una celebración en la comunidad.

**Pre-Reading Strategy: Reading a Map**  
Point out the map of Oruro on the left page. Tell students that they will be using this map as they read the information about the parade. Give them a few suggestions for working with the map.  
• Some important places in the community are labeled. Can they find these three? (Mercado Campesino, Policía, Museo Simón I. Patiño)  
• Locate the different children on the map with students. Ask questions about the location of the children using the phrases *a la izquierda de*, *a la derecha de*, *al lado de*, *cerca de*.  
The blue line shows the route of the parade. Tell students that *Parada* shows where it begins. *Límite* shows where it ends. Ask whether Anna and Charlie are near the start of the parade, near the end of the parade, or somewhere in the middle? (at the start of the parade)

**While Reading**  
Use the *Paradas fotográficas* as necessary to review words while reading: *bandas*, *desfile*, *disfraces*, *máscaras*.  
• Have students look at the map and say whether each of these statements is *cierto* or *falso*: *Charlie y Anna están cerca del mercado*. (*falso*) *Camelia está cerca del Museo*. (*cierto*) *El desfile comienza en la Parada*. (*cierto*) *La efesina de la policía está muy lejos de la ruta*. (*falso*) *El desfile pasa el Mercado Campesino*. (*cierto*)

**Post-Reading Expansion**  
Challenge students with these additional questions.  
1. ¿En qué mes se celebra el Carnaval de Oruro?  
2. ¿Cómo son las máscaras y los disfraces?  
3. ¿Qué hacen las bandas en el carnaval?  
4. ¿Cuál es el mejor momento del carnaval para ti? ¿Por qué?  
Los estudiantes varían.

**Apply and Extend**  
**Find Supporting Details** The description says how important music is to this celebration. Ask students to find different items that relate to music. Write their answers on the board in Spanish: *grupos folclóricos bailan*, *dieciocho tipos de danzas*, *bandas*.  
• Explore with students the meaning of the word *folclórico* (folkloric) and the influence of folkloric in the celebration in Oruro. First discuss the meaning of the word, as traditions and customs of a particular people. Ask students for examples of folkloric that they are familiar with, such as legends or characters. Then review the text and answer with students to find details that refer to or show folkloric traditions, such as the masks, the clothing, music, and dances of the people from different regions of Bolivia.

**Cultural Comparison**  
Follow up on the comparison with other celebrations by discussing with the class parades that students have seen. Help them name groups, costumes and characters they have seen in parades: *bandas*, *pasajes*, *expresiones*, etc. Discuss what parades they like to see or if they have marched in a parade with friends, a group or team, or their family.

**Useful Vocabulary** highlights new terms.

**Pre-Reading strategies** and activities are tailored to the text and students' level.

**While Reading** suggestions to support comprehension.

### Focus on the project

Simple step-by-step visuals and expanded instructions in the Teacher's Edition make it easy to build a lesson around the project. Present cultural background information from the teacher support notes.

### Collaborate Cross-discipline

Work with other teachers for projects that connect to art, science, or music. Readings also connect to Social Studies and Science topics.

### Build Reading Skills

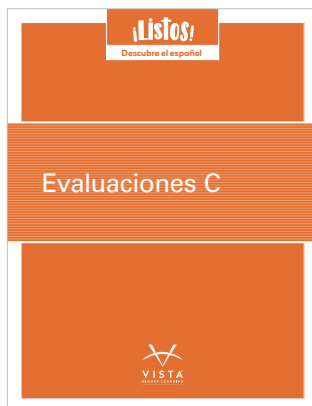
The *Investiga la cultura* readings go beyond the language of the unit. Have students build on reading skills to infer meaning of new words based on context or use visuals to support their understanding.

### Take a cultural deep dive

Explore the culture topic further by going online to view a related culture video. Each *Investiga la cultura* project or reading connects to a video online with simple pre-viewing and post-viewing questions.

# Assessment: How to use

Evaluates student progress in all skill areas:  
listening, speaking, reading, and writing.



Helps track student progress through a variety of assessments:


- Pre- and post-assessments
- Summative end-of-unit assessments
- Formative ongoing assessments


Nombre \_\_\_\_\_


**A escribir**


A. Completa. Escribe una vocal.


Ejemplo

 O\_ jo

1.  \_\_\_\_\_ buela

2.  \_\_\_\_\_ mán

3.  \_\_\_\_\_ strella

4.  \_\_\_\_\_ vas


Unidad 1 Nos conocemos 29


Nombre \_\_\_\_\_


**A leer**


A. Escoge la palabra correcta.


Ejemplo

 a. pirámide  
b. ciudad  
c. plaza  
d. papá

 a. piñata  
b. hola  
c. comida  
d. señor

 a. amigos  
b. hermanos  
c. pastel  
d. mamá

 a. hermanas  
b. familia  
c. adiós  
d. abuela

 a. bueno  
b. fiesta  
c. señora  
d. abuelo




Nos conocemos




Nombre \_\_\_\_\_




**A escuchar**




A. Escucha y escoge.




Ejemplo

Unidad 1 Nos conocemos 23

**A conversar**

Administer this assessment individually. See the *Rubrics* section for scoring instructions. Use the *Student Speech Record* in the *Forms* section to record all responses.

A. Direct the student's attention to the image on page 22 of the Student Book. Use the image to elicit a verbal response. Repeat instructions and example as needed. Assist students as necessary.

*¡Toca y contesta sí o no. Vamos a hacer el ejemplo. Point to the piñata. no piñata? Sí o no. Student says: sí.*

Point to the grandmother. *¿Es el papá? Sí o no. Answer: no.*

Point to the mother. *¿Es una señora? Sí o no. Answer: sí.*

Point to a boy. *¿Es una niña? Sí o no. Answer: no.*

If it is not able to answer at least one item in Section A, stop and do not present B.)

Direct the student's attention to the image on page 22 of the Student Book. Ask the student to name the object. If the student gives a response in English, ask to say it in Spanish. The use of the article in Spanish is optional. Repeat instructions and example as needed. Assist students as necessary.

*Point to the cake. ¿Qué es? Student says: (el/un) pastel.*

Point to the grandfather. *¿Quién es? Answer: (el/un) abuelo.*

Point to the food. *¿Qué es? Answer: (la/una) comida.*

Point to the party. *¿Qué es? Answer: (la/una) fiesta.*

If it is not able to answer at least one item in Section B, stop and do not present C.)

Direct the student's attention to the image on page 22 of the Student Book. Ask the student for a verbal response. If the student gives a response in English or a response that is incomplete or incorrect, rephrase the question or ask the student to repeat the response. Assist students as necessary.

*Point to the dog. ¿Cómo se llama? Student says: (el) perro.*

*Point to the girl. ¿Cómo se llama? Student says: (la) niña.*

*Point to the boy. ¿Cómo se llama? Student says: (el) niño.*

*Point to the family. ¿Cómo se llama? Student says: (la) familia.*

*Point to the party. ¿Cómo se llama? Student says: (la) fiesta.*

Unidad 1 Nos conocemos 119

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