



Dear Family:

Welcome to *Descubre el español con Santillana!* This year, your child will be learning Spanish by exploring the culture of eight Spanish-speaking countries. Please join us as we travel through each of the countries and communities.

Our first stop is México. In this unit, your child will learn vocabulary associated with greetings, goodbyes, family members, and community festivals in México.

As your child “travels” through México you may help him or her to expand on these concepts by doing the following activities at home.

- Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask:
 - ¿*Qué se dice cuando se presenta a un amigo o una amiga?* What do you say when you are meeting a new friend?
 - ¿*Quiénes son los miembros de tu familia?* What are the names of your family members?
 - ¿*Qué cosas llevas a la playa?* What things do you take to the beach?
 - ¿*Cómo es el festival en México?* What is the festival in México like?
- Encourage your child to talk about México. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where México is.
- Ask your child to draw a picture of what he or she finds most exciting about México. Then, have your child write one sentence describing their picture encouraging him or her to write the sentence in Spanish. Allow your child to bring the drawing back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Nicaragua. Your child will learn vocabulary associated with the parts of a house, and going shopping for food and clothes. In addition, your child will learn to use Spanish descriptive words when talking about community places.

As your child “travels” through Nicaragua, you may help him or her to expand on these concepts by doing the following activities at home.

- Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask:
¿Qué encuentran en una casa? What do you find in a house?
¿Qué encontramos en el Mercado? What do we find at the market?
¿Cuál es tu ropa favorita? What is your favorite clothing?
¿Qué lugares hay en una comunidad? What places do we find in a community?
- Encourage your child to talk about Nicaragua. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Nicaragua is.
- Have your child pretend that they will be hosting a student from Nicaragua. Ask him or her to write out an itinerary of all the community places your child would like to show his or her new friend. Encourage your child to use as much Spanish as possible. Allow your child to bring the itinerary back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Chile. Your child will learn vocabulary associated with school supplies, playground games, academic subjects, and telling time. In addition, your child will learn to use Spanish descriptive words when talking about the places in a school.

As your child “travels” through Chile, you may help him or her to expand on these concepts by doing the following activities at home.

- Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask:
¿Qué días vas a la escuela? What days do you go to school?
¿Qué juegan los niños en Chile? What do children in Chile play?
¿Cómo se dice la hora del día? How do you tell the time of day?
¿Qué estudias por la mañana? What do you study in the morning?
- Encourage your child to talk about Chile. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Chile is.
- Ask your child to open up their backpack and make a list of all the school supplies found inside. Then, have your child write a sentence describing the school supplies he or she has in class, but not in their backpack. Encourage your child to use as much Spanish as possible. Allow your child to bring the list back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Costa Rica. Your child will learn vocabulary associated with pets, wild animals, where animals live, and how animals move. In addition, your child will learn to use Spanish descriptive words when talking about what animals look like.

As your child “travels” through Costa Rica, you may help him or her to expand on these concepts by doing the following activities at home.

Ask your child what he or she is learning to say in Spanish at school.

Encourage your child to act as if he or she is your teacher. Ask:

¿Cuáles animales pueden ser mascotas? Which animals can be pets?

¿Qué animal vive en una jaula? What animal lives in a cage?

¿Cuáles mascotas caminan en el parque? Which pets walk in the park?

¿Qué tienen el gato, el pájaro y el pez en común? What do the cat, the bird, and the fish have in common?

- Encourage your child to talk about Costa Rica. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Costa Rica is.
- Ask your child to imagine owning a wild animal as a pet. What kind of animal would he or she choose and where would it live? Have your child draw a picture of the animal he or she chose as well as the where the animal would live. Allow your child to bring the drawing back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Paraguay. Your child will learn vocabulary associated with the human body, health, exercise, and food. In addition, your child will learn to use Spanish descriptive words when talking about the appearance, flavor, and smell of food at a restaurant.

As your child “travels” through Paraguay, you may help him or her to expand on these concepts by doing the following activities at home.

- Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask:
¿Cuáles son algunas partes del cuerpo? What are some parts of the body?
¿Cómo te sientes? How are you feeling?
¿Es hacer ejercicios bueno para la salud? Is exercising good for your health?
¿Qué alimentos te gusta comer? What foods do you like to eat?
- Encourage your child to talk about Paraguay. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Paraguay is.
- Help your child invent their own recipe. With your child, make a list of all the ingredients needed for the recipe using as many Spanish vocabulary words as possible. Encourage your child to come up with a name for their dish as well. Allow your child to bring the recipe back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Spain. Your child will learn vocabulary associated with transportation, the seasons, weather, and temperature. In addition, your child will learn to use Spanish descriptive words when talking about various activities people can do in Spain throughout the year.

As your child “travels” through Spain, you may help him or her to expand on these concepts by doing the following activities at home.

- Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask:
 - ¿En qué son similares un bus y un carro? How are a bus and a car similar?
 - ¿Dónde nadas? Where do you swim?
 - ¿Cuál es la estación con más flores? What season has the most flowers?
 - ¿Qué es un periódico? What is a newspaper?
- Encourage your child to talk about Spain. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Spain is.
- Ask your child to imagine that he or she is swimming in Spain. Then, ask your child to write a letter to a friend describing what Spain is like at that time of year. Encourage your child to be as descriptive as possible and use as much Spanish as possible. Allow your child to bring the letter back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Venezuela. Your child will learn vocabulary associated with the types of professions, the equipment and tools used by professionals, and the places where professionals work. In addition, your child will learn to use Spanish descriptive words when talking about the actions of different professionals.

As your child “travels” through Venezuela, you may help him or her to expand on these concepts by doing the following activities at home.

- Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask:
 - ¿*Cuáles son algunas profesiones?* What are some professions?
 - ¿*Qué vas a ser?* What are you going to be?
 - ¿*Quién cuida a los enfermos?* Who takes care of sick people?
 - ¿*Con qué herramientas trabaja un cocinero?* With what tools does a cook work?
 - ¿*Dónde trabaja el policía?* Where does the police officer work?
- Encourage your child to talk about Venezuela. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Venezuela is.
- Have your child pick a professional that he or she would like to interview. Then, help your child write down a few questions to ask that individual about their profession. Encourage them to use as much Spanish as possible. Allow your child to bring the interview questions back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Cuba. Your child will learn vocabulary associated with planning a birthday party, different cultural traditions, and different Cuban musical instruments. In addition, your child will learn to use Spanish descriptive words when talking about a Cuban street carnival.

As your child “travels” through Cuba, you may help him or her to expand on these concepts by doing the following activities at home.

- Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask:
¿Qué cosas se necesitan para una fiesta? What things are needed for a party?
¿Cómo es una fiesta de cumpleaños? What is a birthday party like?
¿Qué hacen las personas en un carnaval? What do people do at a carnival?
¿Estás feliz o triste en un carnaval? Are you happy or sad at a carnival?
- Encourage your child to talk about Cuba. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Cuba is.
- Ask your child to imagine he or she is participating in the Carnaval de Santiago in Cuba. Then, ask your child to write down how he or she would celebrate. Encourage your child to be as descriptive as possible and use as much Spanish as possible. Allow your child to bring what they wrote back to school to share with the rest of the class.

Thank you for accompanying your child on his or her trip through the Spanish-speaking world. We encourage you and your child to continue to learn about the Spanish language and culture by accessing Web sites containing more information about the countries studied this year. You may also consider enriching your child’s experience by establishing communication with your local Spanish-language community.

Sincerely,