

Unit 1

Big Idea

Nos conocemos

Unit Objectives

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

- greet and say goodbye by imagining that they visit Honduras and meet children their own age.
- name family members by introducing themselves and their family to new friends.
- identify friends by introducing them to their classmates.
- describe places by using adjectives in conversations.

Discuss the Big Idea

- In this unit, students learn about the country of Honduras; how people in the Spanish-speaking world meet, greet, and say goodbye to each other; the names for family members and how they interact with each other and friends; and how places are described.
- Explain that Honduras is a country where people, and children like themselves, speak Spanish. You may refer to places in your community where Spanish is spoken and that students might know. Ask students if they have met people who speak Spanish or visited places where people speak Spanish.
- Elicit as much information as possible from students' experiences with Spanish speakers and Hispanic culture (e.g., food, customs, celebrations, music, dance).
- Discuss that Honduras is one of many countries where Spanish is spoken, and tell students that they will learn about seven other Spanish-speaking countries in other units of their books.
- Explain to students that by learning Spanish they will be able to speak to a large number of children and adults in their community and around the world!

Unidad 1

Nos conocemos



Pirámide de Copán



Plaza de Tegucigalpa



Preview the Unit

Saludos y despedidas

Point to the top image on page 10 and tell students that it shows a pyramid in the city of Copán, in Honduras. Discuss the image with students. Explain that Copán is a very old city where people built large and beautiful buildings a long time ago. Tell students that this is where the characters in the story will meet their first Honduran friends.



PRODUCTS AND PERSPECTIVES

Week 4 Resources



Audio CD

Ideal for oral language development and fluency practice, this CD contains the recording of the stories, dialogues, chants, and songs that appear in every unit of the student book. [For this week you may use Tracks 7 and 8. Locate the Audio CD icon next to selected activities within this week.](#)



Biblioteca temática

This thematic library, a collection of leveled readers, is ideal to help students build literacy skills as they master the second language. Each unit includes three thematically-linked stories (*Lectura 1*, *Lectura 2*, and *Lectura 3*), ideal for beginning, intermediate, and more-advanced readers. For the four weeks of this unit, you may choose to use one, two, or all three stories at different times to read aloud or assign as independent and group reading.



Cuaderno de práctica

These workbooks contain activities that practice, review, reteach, reinforce, and maintain the unit concepts and skills of each week of study in the student book. [For this week, you may assign pages 14–18. Locate the Cuaderno de práctica icon next to selected activities within this week.](#)



Descubre en video

Thirty-two videos for each level constitute a unique visual and instructional support to students of the Spanish language. Students get to see the same characters they see in their Student Books, interacting in animated form and allowing students to experience, practice, review, and reinforce all the cultural elements, concepts, and vocabulary presented in the main program. [For this week, you may use the video for Unit 1, Week 4.](#)



Descubre Online

This online component provides opportunities for students to work independently in the practice and reinforcement of the four language arts domains of listening, speaking, reading, and writing. These activities are composed primarily of informal educational games and fun exercises that extend the material covered in the student book. [For this week, you may use Activity 4 of Unit 1. Locate the Descubre Online icon after the Multiple Intelligence activity.](#)



Ebooks

Electronic versions of all student books allow teachers and students to experience the concepts and content of the program in digital form. The features that enhance each ebook include links to additional information and video of selected cultural items, as well as access to audio of dialogues, activities, and songs included in the printed format.

Week 4 Resources



Evaluaciones

The set of assessments for each level includes pre- and post-assessments, summative end-of-unit assessments, and formative ongoing assessments. Results of these assessments show student performance and growth within the context of *Descubre el español con Santillana* initially, over time, and at year's end. For informal, ongoing assessments, you may choose any of a number of activities, such as those in the Informal Assessment section (at the end of each week), in the Culminating Activities section (at the end of each week), and in the Cooperative activities (found throughout the units). The rubrics for these informal assessments, called Integrated Domains Assessments, as well as observation forms are provided in the *Evaluaciones* booklet. [At the end of this unit, you may assign the end-of-unit assessment for Unit 1 from the *Evaluaciones* booklet.](#)



Hojas de actividad

These reproducible sheets support instruction by providing resources, such as graphic organizers and manipulatives, which help students complete a task. They also allow for additional practice and create opportunities for parent involvement. [For this week, you may assign *Hoja de actividad 18*. Locate the *Hojas de actividad* icon next to selected activities within this week.](#)



Letras de canciones

The lyrics of all songs contained in this level, including traditional songs and traditional songs with new lyrics, are provided in this component. [For this week, you may use the song lyrics poster book for the song “Iris la iguana” \(CD track 8\).](#)



Manipulativos

This collection, containing Character Cutouts, Poster Cutouts, Syllabic Game, Syllabic Flash Cards, Alphabet Game, and Alphabet Picture Cards, is ideal to encourage students in the lower grades to develop and share language through various activities, such as identifying matching, and role-playing. [For this week, you may use the Character Cutouts for all the characters in the unit, and the Alphabet Picture Card for the letter *i*.](#)



Tarjetas fotográficas

These photo cards serve as a springboard to develop oral language and vocabulary. Activities on the back of each card help build phonics, oral fluency, and oral language development skills. [For this week, you may use the *isla* and *playa* cards from the *Geografía-Ciencias* section of the *Tarjetas fotográficas*. Locate the *Tarjetas fotográficas* icon next to selected activities within this week.](#)

¿Cómo son?

Honduras • Week 4

Language Functions

Students will

- learn and practice describing words.
- learn and practice singular and plural nouns.
- recognize the *i* vowel sound.

Vocabulary

bonita/bonitas	playa/playas	la isla es...
divertida/divertidas	¿cómo es...?	las playas son...
isla	¿cómo son...?	me gusta...

Materials

Beach items such as a beach ball, a towel, inflatable toys, a bucket and shovel; magnetic letters and board

Essential Question

¿Cómo es un lugar? What does a place look like?

Read students the question—both in Spanish and in English—and explain that by the end of the fourth week of study, they will be able to describe a place in Spanish.

Activate Prior Knowledge



Frontload Vocabulary

Show students the *Tarjetas fotográficas* for *isla* and *playa*. Say each word as you show the corresponding card, and have students repeat after you.

Explain that islands usually have beaches, and that today they will learn about an island and its beaches. Have students turn to pages 36–37. Play *Audio CD* Track 7 and have students listen. Play it a second time and have students listen for words they might recognize, such as *isla*, *playas*, and *Roatán*.

- Read the speech bubble on page 37 and have students chorally repeat it after you with their books opened and then closed.
- Help students identify the word that describes the beaches (*divertidas*), and ask them *¿Cómo son las playas?* (What do the beaches look like?)

Build Background



- Remind students that Becky and Kate are traveling in Honduras with their parents. Explain that this week the



girls and their parents are staying on the beautiful island of Roatán. Direct students' attention to the week opener image on student book pages 36–37. Point to the beach and ask students if they have ever been to or seen a similar beach. Have them talk about their experiences at the beach.

- Explain that Honduras has several islands with many beaches, or *playas*. Display a map of Honduras and point to the island of Roatán. Explain that islands are surrounded by water.

Good to Know!



SPANISH AND OTHER DISCIPLINES

Hay varias islas en las costas de Honduras. Roatán es la más grande de estas islas. Mucha gente de todo el mundo visita Roatán para bañarse en el mar, pasear por la playa y tomar el sol.

There are several islands in the coastal waters of Honduras. Roatán is the largest of these islands. Many people from all over the world visit Roatán to swim in the ocean, walk on the beach, and sunbathe.



Language in Context

Role-Play Ask students to pretend that they are enjoying themselves on the beach in Roatán.

- Spread different beach items around the classroom to make it look and feel like a beach. Students may lie on the floor or pretend that they are playing on the beach.
- Tell them that you will play the role of a reporter and will walk around the beach asking the people *¿Cómo son las playas?* Model the answer by rereading the speech bubble on page 37. Then walk around the classroom asking “beachgoers” *¿Cómo son las playas?*

Day 13

Predict



Explain to students that you will read a story. Direct their attention back to the illustration on pages 36–37.

¿Dónde está Becky y su familia?

Where’s Becky and her family?

¿Qué creen que va a pasar?

What do you think is going to happen?

Draw a word web on the board to jot down students’ ideas. Write the word *isla* in the center oval. Encourage students to answer the questions using the Spanish vocabulary they have learned. Do not erase the word web until you confirm predictions after the reading.

Close



Have students refer to the text in the box on page 37. Read it to the class and review the descriptive word used to describe Roatán’s beaches (*divertidas*).

Group students in pairs. Assign each pair an island from your state or from another state. Tell pairs to replace the word Roatán to describe their new place. Then have each pair use the information on page 37 to describe their island. Assign a sentence to each student. For example: Student 1: *Sanibel es una isla.* Student 2: *Las playas son divertidas.*

Standards

Texas

Communication: Novice A, B, and C

Connections: Novice A and B

Communities: Novice A and B

California

Content: A.1.1.b

Communication: B.1.0–B.1.5, B.2.4–B.2.6

Settings: E.1.0, E.2.1

National

Communication: 1.1–1.3

Connections: 3.1

Communities: 5.1, 5.2

Read



La isla

Warm-up

- Have students turn to student book page 38, then read the title of the story to the class. Have the class repeat after you.
- Invite volunteers to identify the characters on this page.
- Ask students to name the island Becky and her family are visiting. To help students with the /rr/ sound in *Roatán*, ask them to pretend that they are making the sound of a motor revving-up. Then ask them to leave their mouth in the same position and say *Roatán*.

Good to Know!



SPANISH AND OTHER DISCIPLINES

En la isla de Roatán vive una comunidad de personas: los **garifunas**. Ellos hablan inglés, español y su propio idioma, el garifuna. A los garifunas les gusta cantar y bailar. ¡Son personas muy alegres!

A community of people, the Garifuna people, lives on the island of Roatán. They speak English, Spanish, and their own Garifuna language. The Garifuna people love to sing and dance. They are a very cheerful people!

Echo Read

- Read each speech bubble aloud as you point to the corresponding illustration. Read the bubbles again and have students chorally repeat after you. Repeat the procedure with students' books closed.
- Conduct an echo read of the story having students gradually repeat words, phrases, and then sentences after you.

Multiple Access Strategies

Accessing Concepts Ask the following questions:

¿Le gusta a Kate la isla? (sí) Does Kate like the island? (yes)

¿Cómo es la isla? (bonita) What does the island look like? (beautiful) Ask students to point to things that they like and that make the island look beautiful.

¿Cómo son las playas? (bonitas) What do the beaches look like? (beautiful)

Accessing Content Ask the following questions:

¿A quién le gusta la isla? (a Kate) Who likes the island? (Kate)

La isla



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¿Qué piensa Kate de la isla? (La isla es bonita.) What does Kate think about the island? (The island is beautiful.)

¿Qué piensa Becky de las playas? (Las playas son bonitas.) What does Becky think about the beaches? (The beaches are beautiful.)

Accessing Critical-Thinking Skills Ask these questions:

¿Por qué le gusta a Kate la isla? (porque es bonita) Why does Kate like the island? (because it's beautiful)

¿Qué palabra dice cómo es la isla? (bonita) What word says what the island looks like? (beautiful)

¿Qué palabra dice cómo son las playas? (bonitas) What word says what the beaches look like? (bonitas)

Meeting Individual Needs

Benchmark Provide assistance to students who experience minor or temporary difficulties understanding the reading by having them identify familiar words and phrases learned in previous weeks, such *la*, *es*, and *son*. Have students identify

A. Completa.



1. La isla es bonita.

2. Las playas son bonitas.

B. Ahora tú.



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any words that they learned on pages 36–37. Then assist them with listening to the entire text as you read it. Ask simple comprehension questions to verify their understanding of the story.

Challenge/Role-Play Have two volunteers role-play being at a place of their choosing, such as a beach, a city, a park, or a pyramid. One person says where they are, and the other describes the place as being beautiful or fun.

Practice and Apply



INTERPERSONAL

- Have students turn to student book page 39. For activity A, read the direction. Have students repeat after you. Ask students to listen to the word *completa* again and to tell you if they know a similar word in English. Elicit that the English word is “complete.” Point out that *completa* and “complete” are similar.

Total Physical Response Write the word *bonita* on one side of the board. Read the word and have students repeat it.

Day 14

- Write the word *bonitas* on the opposite side of the board, read it, and have students repeat it.
- Explain to students that you will read a statement, but will not finish it. When you pause, after saying the first part of the statement, students should stand up, walk to the board, and point to the word that completes the statement you just said.
- Say each statement and pause right before the last word.
- Once students have positioned themselves by the correct word on the board, say the complete statement and have students repeat it. Then ask students to go back to their seats and trace the words to complete the sentences.
- For activity B, encourage students to make believe they are on the island of Roatán with their family. Have pairs of students draw themselves and their family on the island. When they have finished their drawings, ask them to exchange ideas with their partner to come up with phrases to talk about their drawings.
- Walk around the classroom and model phrases for students to use. Remind them that we use *es* to talk about one and *son* to talk about more than one. Have partners share their drawings with the class. Encourage students to describe their drawing according to the following models: *La isla es bonita*. (The island is beautiful.) *Las playas son bonitas*. (The beaches are beautiful.).



Detach and distribute the *Cuaderno de práctica*, page 14.

Read the directions and have students repeat after you. Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



INTERPERSONAL

Direct students' attention back to the predictions you wrote in the word web on the board. Discuss whether students' if predictions were accurate.

Cooperative Task Group students in pairs to create two sentences about their community to share with the class. Be sure that the pairs include students of different levels.

Ask students to think about the city, town, or community they live in with their family and what the city or town looks like. Model examples for students by using these sentence frames: *¡Me gusta* ____ [city/town/community]! I like ____ [city/town/community]! ____ [Community] *es* ____ [description]. ____ [Community] *is* ____ [description].



Check Pronunciation



La vocal i

- Have students turn to page 40. Read the title, *La vocal i*.

Show students the Alphabet Picture Card for the letter *i*. Point to the lowercase *i* and say /ee/. Have students repeat the vowel after you several times. Be sure they produce a sound similar to the *ee* in *bee* or *feet*, but a little shorter. Then point to the igloo, say the word *iglú*, and have students repeat after you.

- For activity A, read and mime the directions. Point to each picture and say each word slowly. Have students repeat the words after you.
- Write the word *iguana* on the board and read it.
- Ask students if they have ever seen an iguana or have had one as a pet. Invite volunteers to talk about their experiences with iguanas.

Good to Know!



SPANISH AND OTHER DISCIPLINES

Las **iguanas** son una especie de lagarto grande. Las iguanas viven, por lo general, en los árboles donde comen hojas, flores y frutas. No es fácil ver las iguanas porque tienen el color del lugar donde viven.

Iguanas are a sort of large lizard. They usually live in trees where they feed on leaves, flowers, and fruit. Iguanas are hard to spot because their color blends into their surroundings.

- For activity B, read the directions aloud. Then say:

Escuchen la canción. Es de una iguana. Listen to the song.
It's about an iguana.



y Audio CD Track 8 and have students listen to the song.

- Play the song a second time. Have students raise their hands every time they hear a word that begins with the vowel *i*.
- Play the song again and have students join in with the words they know.

La vocal i

A. Escucha y repite.



iguana



isla

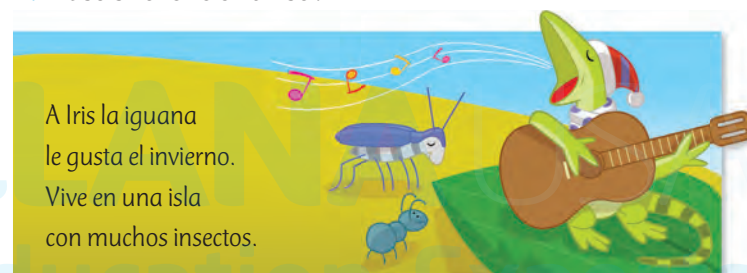


insectos



invierno

B. Escucha e identifica.



A Iris la iguana
le gusta el invierno.
Vive en una isla
con muchos insectos.

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Multiple Access Strategies

Accessing Concepts Ask students to repeat the words in activity A after you again. Help them identify the initial sound /ee/. Read the words a second time and have students hold up their thumbs when they hear the /ee/ sound of the vowel *i*.

Accessing Content Ask students to repeat the words in activity A after you again. Use magnetic letters to build the words on a magnetic board, but leave out the initial *i* for students to fill in.

Accessing Critical-Thinking Skills Have students come up with new words that contain the vowel *i*. Then have them make up phrases or short sentences using the new words.

Meeting Individual Needs

Intensive You may assist students who exhibit or have been identified as having a learning disability by focusing on one word at a time. First, break down each word into syllables: *i-gua-na*; *is-la*. Say each syllable slowly, elongating the sound of the vowel *i* so that students can identify it. Have students

C. ¿Sí o no?



1. ☒ Sí No



2. Sí ☒ No



3. ☒ Sí No



4. Sí ☒ No

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focus on the sound of the vowel *i*. Then blend the syllables and have students repeat each word after you.

Challenge Ask more-advanced students and/or heritage speakers to identify the words from activity A that appear in the song. Have them circle the words.

Scaffold and Apply



INTERPERSONAL

- Have students turn to page 41. For activity C, read the direction. Nod as you say *sí* and shake your head as you say *no*.
- Tell students that they should listen for the sound at the beginning of each word you will say. They should say *sí* and nod if the sound they hear is /ee/, as in *iguana*, or say *no* and shake their head if the sound they hear is not /ee/.
- Say:

1. iglú (Sí)	2. escalera (No)
3. imán (Sí)	4. ensalada (No)

Day 15

- Say the words a second time and have students circle the correct answer for each word.



Detach and distribute the *Cuaderno de práctica*, page 15.

Read the directions and have students repeat after you.

Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



INTERPERSONAL

Cooperative Task Have students form four small groups to create a drawing of their community.

- Make four signs with the following words: *invierno*, *iguana*, *instrumentos*, and *infantil*. Show each sign and say the word. Have students repeat after you.
- Give each group one of the signs and explain their assigned topic.
- Students who get the *invierno* sign draw their community during wintertime. They should focus on what the community looks like during this season and what people do in winter.
- Students who get the *iguana* sign make a drawing of the fauna in their community. They should include pets as well as wild animals.
- Students who get the *instrumentos* sign focus on the music typically heard and played in their community. Their drawing should depict musical instruments routinely used in their community.
- Students who get the *infantil* sign make a drawing of the children in their community, the games they play, the activities they participate in, and so on.

All students in the group should take part in the activity, exchanging ideas, and drawing and coloring their illustrations.

Once they have finished drawing, ask the groups to label their drawings with the letter *i*. Have the groups share their drawings with the class.




Explore Communities



BEYOND SCHOOL

La visita a Honduras

- Have students turn to student book page 42. Read the title and have the class chorally repeat after you. Ask students what they think *visita* might mean. Elicit that it means “visit.” Explain that the words *visita* and “visit” are similar.

 Walk students through the different images and have them recall what happened in each place. Show students the Character Cutouts for all the characters they have met in this unit and have students identify them. For the activity on page 42, read the direction aloud. Have students repeat after you. Then have students write the correct number below each picture.

Role-Play Tell students that they are going to role-play what happened in each place they “visited.” Divide the class into four groups and assign each group one of the pictures on page 42. Have students recall what happened in each place and reenact the dialogue. They can go back to the corresponding week to review the vocabulary. Walk around the classroom and help students with their dialogues. Have groups act out their dialogues in front of the class. Have the class identify the scene by pointing to the corresponding image in their books.

Multiple Access Strategies

Accessing Concepts Go over students’ assigned image. Point to the characters and have students identify them. Have them identify the location and the events that took place there. Use the Spanish words that students’ encountered that week to help them recall.

Accessing Content/Role-Play Right before their performance, have students say hello to their audience and introduce themselves, following the model *¡Hola! Yo me llamo...*

Accessing Critical-Thinking Skills/Role-Play Have students come up with a short introduction for their role play. A narrator could say this introduction. It could be a few short phrases about the place or the characters they are going to reenact.

Meeting Individual Needs



Benchmark You may assist students having minor difficulties with words and structures learned during the previous weeks by providing additional practice opportunities. You may use the *Audio CD* to practice vocabulary and enhance understanding.

Challenge Point to the scene in Copán, and observe how students use previously learned concepts and skills to talk about the image. Ask questions, such as *¿Qué es esto?* (What’s this?) and *¿Cómo es?* (What does it look like?)

La visita a Honduras

► Ordena.



2



4



1



3

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Multiple Intelligences



Verbal/Linguistic

Have students form small groups. Give each group eight counters and a letter card for *a* and another for *e*. Explain that you will say some words and they will sort them according to the sound they hear at the beginning of each word. When you say each word, they should consult with the other members of the group and place a counter on the card they think corresponds to the first letter of the word you said. Say *amigo*, *abuelo*, *elegante*, *adiós*, *elefante*, *avión*, *escalera*, *ella*. Repeat the words so that students can verify their answers. At the end, have groups compare the number of counters they have for each vowel.

¡A escribir!



Tema: Mi familia



PLANIFICA



ESCRIBE



REVISA



PRESENTA

Marisol y Kate son mis amigas.



Repasa

- los saludos y despedidas
- la familia
- los amigos
- las vocales a, e, i

Aplica

1. Saluda y despidete de una amiga o amigo.
2. Habla de tu familia.
3. Habla de tus amigos.
4. Di una palabra con las vocales a, e, i.

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@ For additional practice and reinforcement of the skills and concepts presented this week, have students access the *Descubre Online* activities for this unit and week.

Review and Apply



INTERPERSONAL

Repasa Review with students the concepts and vocabulary learned throughout the unit. Skim through previous pages and use *Tarjetas fotográficas* and items from the Manipulatives Kit as necessary. Have students turn to page 43. Read the text in the speech bubble and have students repeat after you.



Informal Assessment

Aplica Ask students to imagine that they and their family are at a farewell party their Honduran friends have organized for them. At the party, they meet some new friends.

Role-Play Have students form groups of six. Give the groups the list of actions and encourage them to work together as a group, exchanging ideas, helping each other, and so on.

Day 16

- Have students decide which role each of them will play, and then give them time to rehearse their lines and practice together.
- Have students perform for the rest of the class.
- Observe whether students are able to perform the actions listed without your assistance. If assistance is needed, perform the actions by modeling the correct responses and then having students repeat.

Revisit the Essential Question for the week and ask students to answer it using concepts and vocabulary learned during the week.



Detach and distribute the *Cuaderno de práctica*, page 16.

Read the directions and have students repeat after you. Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework. Use the *Repaso* pages 17–18 to review skills learned throughout the unit.

Culminating Activities



PRESENTATIONAL



PRESENTA

Writing Process

Students present their work to the class by reading their words and showing their writing and illustrations.

- Have students repeat the activity title *¡A escribir!* after you. Review the line *Tema: Mi familia* and remind students that they have worked on stories about their families.
- Briefly mention the four stages of the writing process. Explain that this week they are at the *Presenta* stage. Discuss the meaning of the stage and have students pull out their work from the previous week. Then have students present their final work and display them in the classroom.



Álbum de recuerdos



Remind students that Becky and Kate are keeping a scrapbook containing pictures and items they collect of the places they visit, and that they are keeping their own *álbum de recuerdos* as they accompany Becky and Kate on their travels. Have students take out their scrapbooks and distribute *Hoja de actividad 18*. This can be a home connection activity. Explain that they have to draw themselves in the picture. Then they have to cut out the words and glue them below the correct figure. Finally, have students place their *recuerdo* inside their scrapbook.