

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 México and meet children their own age.
- name family members by studying a family tree and completing one for their own family.
- introduce themselves to new friends by imagining different scenarios and engaging in a dialogue with their classmates.
- describe themselves, places, people, and things by using adjectives in conversations and in writing.

Discuss the Big Idea

- In this unit, students learn about the country of México, 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 México and explain that it is a country that borders the United States to the south. Have volunteers share what they know about México.
- Point out that México 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 by their learning Spanish, they will be able to speak to about 330 million more people in the world!

Unidad 1

Nos conocemos



El Zócalo



Casa rural mexicana



Preview the Unit

Saludos y despedidas

Point to the top image on page 10 and tell students that this is El Zócalo—the main plaza, or square, in the downtown area of México's capital city. Discuss the image with students. Then have them go back to the map and point out the capital city: México, D.F. (Mexico City). Explain that this is where the characters in the story will meet their Mexican friends.



PRODUCTS AND PERSPECTIVES

Voy a aprender sobre...

- los saludos y despedidas.
- la familia.
- los amigos.
- cómo somos.



Parque de Chapultepec



Descubre
México

Playa de Cancún

¿Cómo somos?

Point to the bottom image on page 11 and tell students that it shows a view of Cancún, a popular beach city in México. Have students go back to the map and point out Cancún for them. Explain that this week they will learn how to describe Cancún as well as other places and people.

Essential Questions

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

Week 1

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

Week 2

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

Week 3

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

Week 4

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

La familia

Point to the bottom image on page 10. Tell students that it shows a rural home in México. Discuss the image with students. Explain that this is where the characters' new friends and their family members live.

Los amigos

Point to the top image on page 11 and explain that it shows part of Chapultepec Park, a famous park in the Mexican capital and a popular tourist destination. You may ask students to go back to the map and have them point to the capital city again. Tell students that the characters and their friends will visit this park and meet other friends.

Unit 1

Big Idea Nos conocemos

Week 1 • Saludos y despedidas

Day 1 (pages 12–13)

Language Functions

Students will

- learn and practice different forms of greetings and goodbyes.
- identify themselves and others in Spanish.
- recognize the sequence of events in a text.

Vocabulary

niño/niña
señor/señora/
señorita
pirámide

cierto ≠ falso
gracias

adiós

buenos días
buenas tardes
buenas noches
¿cómo estás?
hasta luego
hola
nos vemos
¿qué tal?
yo soy...

Essential Question

¿Cómo nos saludamos y nos despedimos en español?

How do we greet and say goodbye to each other in Spanish?

Activate Prior Knowledge



Frontload Vocabulary
Build Background
Language in Context

Predict



Listening and speaking activities to elicit ideas and Spanish vocabulary to make predictions.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Day 2 (pages 14–15)

Read



Las pirámides

Warm-up
Echo Read
Multiple Access Strategies*
Meeting Individual Needs*

Practice and Apply



Listening, speaking, and reading activities.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 3 (pages 16–17)

Check Comprehension



Multiple Access Strategies*
Meeting Individual Needs*

Scaffold and Apply



Listening, speaking, and reading activities.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 4 (pages 18–19)

Explore Cultures



Multiple Access Strategies*
Meeting Individual Needs*

Review and Apply



Informal Assessment

Culminating Activities



Writing Process *Planifica*
Álbum de recuerdos

Extension

Multiple Intelligences*
Descubre Online
Writing activity involving *Cuaderno de práctica*.

*Differentiated Instruction, including Accessing Critical-Thinking Skills activities and activities for heritage speakers.

Unit Planner

Week 2 • La familia

Day 5 (pages 20–21)

Language Functions

Students will

- learn the names of family members.
- introduce family members.
- recognize vowels and vowel sounds.

Vocabulary

abuelo/abuela	fiesta
hermano/hermana	pastel
papá/mamá	perro
cumpleaños	es
familia	prepara, preparan

Essential Question

¿Quiénes son los miembros de una familia?

What are the names of family members?

Activate Prior Knowledge



Frontload Vocabulary
Build Background
Language in Context

Predict



Listening and speaking activities to elicit ideas and Spanish vocabulary to make predictions.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Day 6 (pages 22–23)

Read



Mi fiesta de cumpleaños

Warm-up
Echo Read
Multiple Access Strategies*
Meeting Individual Needs*

Practice and Apply



Listening, speaking, and reading activities.

Close



Confirm-predictions activity and interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 7 (pages 24–25)

Check Pronunciation



Multiple Access Strategies*
Meeting Individual Needs*

Scaffold and Apply



Listening, speaking, and reading activities.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 8 (pages 26–27)

Explore Connections



Multiple Access Strategies*
Meeting Individual Needs*

Review and Apply



Informal Assessment

Culminating Activities



Writing Process *Escribe Álbum de recuerdos*

Extension

Multiple Intelligences*
Descubre Online
Writing activity involving *Cuaderno de práctica*.

*Differentiated Instruction, including Accessing Critical-Thinking Skills activities and activities for heritage speakers.

Unit 1

Big Idea Nos conocemos

Week 3 • Los amigos

Day 9 (pages 28–29)

Language Functions

Students will

- learn and practice different ways of introducing themselves and others.
- learn and practice declarative and interrogative sentences.
- learn and practice punctuation marks and capitalization.

Vocabulary

amigo/amigos

¿cómo te llamas?
yo me llamo...

mucho gusto

Essential Question

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

Activate Prior Knowledge



Frontload Vocabulary
Build Background
Language in Context

Predict



Listening and speaking activities to elicit ideas and Spanish vocabulary to make predictions.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Day 10 (pages 30–31)

Read



¿Cómo te llamas?

Warm-up

Echo Read

Multiple Access Strategies*

Meeting Individual Needs*

Practice and Apply



Listening, speaking, and reading activities.

Close



Confirm-predictions activity and interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 11 (pages 32–33)

Check Language



Listening, speaking, and reading activities.

Scaffold and Apply



Multiple Access Strategies*
Meeting Individual Needs*

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 12 (pages 34–35)

Explore Comparisons



Multiple Access Strategies*
Meeting Individual Needs*

Review and Apply



Informal Assessment

Culminating Activities



Writing Process *Revisa Álbum de recuerdos*

Extension

Multiple Intelligences*
Descubre Online
Writing activity involving *Cuaderno de práctica*.

*Differentiated Instruction, including Accessing Critical-Thinking Skills activities and activities for heritage speakers.

Unit Planner

Week 4 • ¿Cómo somos?

Day 13 (pages 36–37)

Language Functions

Students will

- identify different forms of media by reading an email.
- describe places, people, and things in Spanish.
- use and apply present-tense forms of the verb *ser* (to be).

Vocabulary

comida	inteligente
plaza	mexicano(a)
	pequeño(a)
bueno(a)	tímido(a)
curioso(a)	
delicioso(a)	soy, eres, es,
divertido(a)	somos, son
grande	
hermoso(a)	

Essential Question

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

Activate Prior Knowledge



Frontload Vocabulary
Build Background
Language in Context

Predict



Listening and speaking activities to elicit ideas and Spanish vocabulary to make predictions.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Day 14 (pages 38–39)

Read



Un correo electrónico

Warm-up
Echo Read
Multiple Access Strategies*
Meeting Individual Needs*

Practice and Apply



Listening, speaking, and reading activities.

Close



Confirm-predictions activity and interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 15 (pages 40–41)

Check Functions and Forms



Listening, speaking, and reading activities.
Multiple Access Strategies*
Meeting Individual Needs*

Scaffold and Apply



Listening, speaking, and reading activities.

Close



Interactive exercise involving listening and speaking that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 16 (pages 42–43)

Explore Communities



Multiple Access Strategies*
Meeting Individual Needs*

Review and Apply



Informal Assessment

Culminating Activities



Writing Process *Presenta Álbum de recuerdos*

Extension

Multiple Intelligences*
Descubre Online
Writing activity involving *Cuaderno de práctica*.
Unit Assessment

*Differentiated Instruction, including Accessing Critical-Thinking Skills activities and activities for heritage speakers.

Week 1 Resources



Antología

A collection of grade-appropriate literature, the anthology is thematically correlated to each unit of the student book. Each anthology unit includes three readings from different genres to accommodate the needs of students, such as heritage speakers, who are somewhat more advanced than beginning FLES students, but are at three different levels of language acquisition. Based on your students' *Examen de ubicación* results, for this week you may assign "Una fiesta en el parque" to your beginning readers, "Murmillos bajo la cama" to your intermediate readers, and "Yanka, yanka" to your advanced readers. Locate the *Antología* icon at the top of the page where the related activities appear.



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 1 and 2. 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 to assign as independent and group reading.



Cuaderno de práctica

This workbook contains 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 5–7. 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 book, 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 1.



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 1 of Unit 1. Locate the *Descubre Online* icon after the Multiple Intelligences activity.

Week 1 Resources



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 provided in the printed format.



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.



Hojas de actividad

These reproducible sheets support instruction by providing resources, such as graphic organizers and manipulatives, that help students complete a task. They also allow for additional practice and create opportunities for parent involvement. **For this week, you may assign *Hojas de actividad* 12, 44, and 45. Locate the *Hojas de actividad* icon next to selected activities within this week.**



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.**



Manual de lenguaje

Teachers will find this handbook, which contains sections on grammar and the writing process, ideal to prepare minilessons before introducing or reviewing a major language arts skill during an activity. **For this week, you may refer to the section on “El proceso de escribir” (The writing process) before or during activities involving the *Planifica* stage. Locate the *Manual de lenguaje* icon at the top of the page where the related activities appear.**



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 *pirámide* card from the *Tradiciones-Celebraciones* section of the *Tarjetas fotográficas*. Locate the *Tarjetas fotográficas* icon next to selected activities within this week.**

Saludos y despedidas

México • Week 1

Language Functions

Students will

- learn and practice different forms of greetings and goodbyes in Spanish.
- identify themselves and others in Spanish.
- recognize the sequence of events in a text.

Vocabulary

niño/niña	adiós	nos vemos
señor/señora/ señorita	buenos días	¿qué tal?
pirámide	buenas tardes	yo soy...
	buenas noches	
	¿cómo estás?	
cierto ≠ falso	hasta luego	
gracias	hola	

Essential 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 week of study, they will be able to greet and say goodbye to each other in Spanish.

Activate Prior Knowledge

Frontload 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.



INTERPERSONAL



Build Background



PRODUCTS AND PERSPECTIVES

- 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 México and seven other Spanish-speaking countries.
- Direct students' attention to the week opener image on student book pages 12–13. 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. Ask students if they have ever been to or seen similar plazas.

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 before they open their books again as you have them repeat one more time.



Yo soy...

Yo soy Anna.

Yo soy Tomás.

Yo soy Charlie.

► **Conversa.**
Yo soy...

El Zócalo

13

Day 1

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 Big Idea. Write students' ideas on the board and do not erase them until you confirm predictions after the reading.
- 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 México. Have students discuss whether they think Tomás will be in the dialogues or not.

Close



INTERPRETIVE

Total Physical Response Have students build a Character Poster using poster board, adhesive tape, and the Character 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.

Standards

Texas

Communication: Novice A and B
Cultures: Novice A

California

Content: A.1.1.a
Communication: B.1.0–B.1.2, B.1.4, B.1.5,
B.2.0–B.2.2, B.2.4, B.2.5
Cultures: C.1.0, C.1.1, C.2.0, C.2.1
Structures: D.1.0, D.1.1, D.2.1
Settings: E.1.0, E.1.1, E.2.0, E.2.1

National

Communication: 1.1–1.3
Cultures: 2.1
Connections: 3.1

Role-Play Have volunteers form groups of two or four to role-play the dialogue.

- Read aloud the introductions on page 13, except for the incomplete one. 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 the incomplete introduction on page 13 and repeat the pattern, *Yo soy ____*, filling in their name. Have all students in the class introduce themselves individually.



Read



Las pirámides

Warm-up



Ask students if they know what pyramids are. Display the *Tarjeta fotográfica* that shows a *pirámide*.

Good to Know!



PRODUCTS AND PERSPECTIVES

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

Pyramids are structures built by ancient peoples in several parts of the world, such as Egypt and México. Pyramids were built for religious ceremonies or as burial grounds.

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

- Have students turn to page 14. Ask volunteers to read the title. Then read the title and have the class repeat after you.
- Explain to students that there are pyramids in several areas of México, and that the pyramid shown here is in Chichén Itzá, which is located on the Yucatán Peninsula.

Echo Read

- Read the dialogues and have students follow along. Then read them again, having students chorally repeat after you.
- Conduct an echo read of the dialogues, having students gradually repeat words, phrases, and then sentences after you.

Multiple Access Strategies

Accessing Concepts 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)

Las pirámides



14 Unidad 1

Accessing Content 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)

Accessing Critical-Thinking Skills 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 Pilar? (the guide)

¿Cómo se saludan los personajes? (Dicen "hola" o "buenos días".) How do the characters greet each other? (They say "hello" or "good morning.")

Escucha y repite.



Hola



niña



niño



pirámide

Completa.

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

Conversa. **Las respuestas varían.**

- Imagina que visitas México.

- Saluda a Pilar.
- Saluda a Tomás.



Semana 1 15

¿Cómo se despiden los personajes? (Dicen “adiós” o “hasta luego”.) How do the characters say goodbye? (They say “goodbye” or “see you later.”)

¿Qué es una pirámide? (What is a pyramid?)

Meeting Individual Needs

Strategic You may simplify instruction for students who exhibit difficulty learning the meaning and/or the pronunciation of most words by having them listen to the dialogues on *Audio CD* Track 1 several times, and by having them practice the pronunciation of the greetings (*buenos días*, *hola*) and then of the goodbyes (*adiós*, *hasta luego*).

Challenge Call on four volunteers to memorize the dialogues, but replace the names of Pilar and the children with their own. Then have them act out the dialogues in front of the class.

Day 2

Practice and Apply



INTERPERSONAL

- Have students turn to page 15 in their books. For activity A, have them listen as you read and model the pronunciation and the intonation of the words under the illustrations. Then have students repeat the words.
- For activity B, 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.
- For activity C, 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.



Have students open their *Cuaderno de práctica* to page 5. Read the directions and have students read along with you. Explain the directions and model the activity/activities. Then have students complete the page as independent class work or homework.

Close



PRACTICES AND PRESPECTIVES

Have pairs of students take turns practicing greetings and goodbyes. Have students use gestures as they greet each other.

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