

Unit 2

Big Idea

¿Cómo vivimos?

Unit Objectives

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

- describe where they live—their home and their neighborhood.
- state the names of people and places in their neighborhood.
- name articles of clothing and their colors.
- read a map and describe the location of people and places.

Discuss the Big Idea

- In this unit, students learn about the country of Argentina and how Spanish speakers talk about their homes and neighborhoods. They also learn to name clothes and colors, and to describe the jobs people have and what these jobs are. In addition, they learn the names for places in their community, and how to describe the location of people and places.
- Display a map of South America or have students look at the map in their book. Help them identify Argentina, and have them use their fingers to trace the path from Perú to Argentina. Ask students to indicate the land routes that lead from Perú to Argentina (Perú-Bolivia-Argentina or Perú-Chile-Argentina). Remind students that people in these countries speak Spanish, but mention that in Brazil they speak Portuguese. Encourage volunteers to point out Argentina's neighbors: Chile, Paraguay, Bolivia, Uruguay, and Brazil.
- Point out to students that people can get to Argentina from Perú without flying in an airplane. Ask for suggestions. Elicit that a person could sail from Perú to Argentina by way of the Pacific Ocean.
- Ask students if they know anyone from Argentina or if they know anything about Argentina. Discuss their answers.



Preview the Unit

El barrio y el hogar

Point to the image of the flower at the top of page 44. Tell students that this is a famous landmark in Buenos Aires, Argentina's capital city. Explain that the flower is found in a park called the *Plaza de las Naciones Unidas* (United Nations Square). Discuss the image with students. Then direct their attention back to the map you have displayed (or to the map at the back of their book) and point out the capital city. Explain that this is where the characters in the story will meet their Argentinian friend, Julio.



PRODUCTS AND PERSPECTIVES



Voy a aprender sobre...

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

Los lugares de la comunidad

Point to the image at the top of page 45 and tell students that it shows a natural wonder in Iguazú, Argentina, which many people consider one of the most beautiful places in the world. Discuss the image with students. Point out Iguazú on a map for them. Explain that in Week 4 of this unit, they will learn how to describe the location of people and places, as well as how to give directions.

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 describimos nuestro barrio y hogar? How do we describe our neighborhood and home?

Week 2

¿Cuáles son las personas y los lugares importantes de la comunidad? Who are the important people, and what are the important locations, in the community?

Week 3

¿De qué color es tu ropa? What color are your clothes?

Week 4

¿Cómo describimos dónde estamos y dónde están los lugares de la comunidad? How do we describe where we are and where the places in the community are?

Las personas de la comunidad

Point to the image of the park at the bottom of page 44 and explain that this park is located close to where Julio lives. Explain that here our characters will go to downtown Buenos Aires and learn how to describe people and places in the community.

La ropa y la moda

Point to the top-right image on page 44 and tell students that it shows the front window of a clothing store in Buenos Aires. Discuss the image with students. Explain that the characters and their friends will go shopping, and that they will learn to identify some of the clothes and colors in the image.

Unit 2

Big Idea ¿Cómo vivimos?

Week 1 • El barrio y el hogar

Day 1 (pages 46–47)

Language Functions

Students will

- learn to describe where they live.
- learn to name the rooms in a house or an apartment.
- locate and describe neighborhoods and homes.
- make inferences.

Vocabulary

apartamento	plaza	sala
árbol	presidente(a)	
barrio		cama
campo	baño	mesa
casa	cocina	silla
edificio	comedor	sofá
hogar	cuarto/	
lugar	dormitorio	me gusta...
	jardín	

Essential Question

¿Cómo describimos nuestro barrio y hogar?

How do we describe our neighborhood and home?

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, writing, and speaking that brings closure to Day.

Day 2 (pages 48–49)

Read



El hogar de Julio

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 50–51)

Check Comprehension



Listening, speaking, and reading activities.

Scaffold and Apply



Listening, speaking, and reading activities.

Multiple Access Strategies*

Meeting Individual Needs*

Close



Confirm-predictions activity that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 4 (pages 52–53)

Explore Cultures



Multiple Access Strategies*

Meeting Individual Needs*

Review and Apply



Informal Assessment

Culminating Activities



Writing Process *Planifica*
Diario ilustrado

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 • Las personas de la comunidad

Day 5 (pages 54–55)

Language Functions

Students will

- learn about people and places in their neighborhood and community.
- learn colors.
- learn the pronunciation and use of the letters *r*, *rr*, and *q*.

Vocabulary

médico(a)	parque	compro,
policía	tienda	compran
zapatero(a)		hablan
	amarillo(a)	vamos
heladería	blanco(a)	
panadería	negro(a)	
zapatería	rojo(a)	
	verde	

Essential Question

¿Cuáles son las personas y los lugares importantes de la comunidad?

Who are the important people, and what are the important locations, in the community?

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 writing, listening, and speaking that brings closure to Day.

Day 6 (pages 56–57)

Read



¡Vamos de compras!

Warm-up
Guided Reading
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 58–59)

Check Pronunciation



Multiple Access Strategies*
Meeting Individual Needs*

Practice and Apply



Listening, speaking, and reading activities.

Close



Interactive exercise involving listening that brings closure to Day.

Extension

Writing activity involving *Cuaderno de práctica*.

Day 8 (pages 60–61)

Explore Connections



Multiple Access Strategies*
Meeting Individual Needs*

Review and Apply



Informal Assessment

Culminating Activities



Writing Process *Escribe Diario ilustrado*

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 2

Big Idea ¿Cómo vivimos?

Week 3 • La ropa y la moda

Day 9 (pages 62–63)

Language Functions

Students will

- learn to name clothes and colors.
- imagine they are shopping for clothes.
- recognize and use punctuation marks.

Vocabulary

blusa	pantalón	¿qué le gusta?
calcetín/ calcetines	zapatos	¡qué lindo(a)!
camisa	comunidad	
camiseta	supermercado	
falda	vendedor(a)	

Essential Question

¿De qué color es tu ropa?
What color are your clothes?

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 64–65)

Read

¡Compremos ropa!

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 11 (pages 66–67)

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 68–69)

Explore Comparisons

Multiple Access Strategies*
Meeting Individual Needs*

Review and Apply

Informal Assessment

Culminating Activities

Writing Process *Revisa*
Diario ilustrado

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 • Los lugares de la comunidad

Day 13 (pages 70–71)

Language Functions

Students will

- learn words and phrases that denote location.
- learn how to use present-tense forms of the verb *estar* (to be).
- learn words that denote order.

Vocabulary

calle	primero	estoy, estás, está, estamos, están
norte	luego	
sur	después	
este	por último	enfrente de
oeste		

Essential Question

¿Cómo describimos dónde estamos y dónde están los lugares de la comunidad?
How do we describe where we are and where the places in the community are?

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 72–73)

Read



Un mapa electrónico

Warm-up

Echo Read

Multiple Access Strategies*

Meeting Individual Needs*

Practice and Apply



Listening, speaking, and reading activities.

Close



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

Extension

Writing activity involving *Cuaderno de práctica*.

Day 15 (pages 74–75)

Check Functions and Forms



Multiple Access Strategies*

Meeting Individual Needs*

Scaffold and Apply



Listening, speaking, and reading activities.

Close



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

Extension

Writing activity involving *Cuaderno de práctica*.

Day 16 (pages 76–77)

Explore Communities



Multiple Access Strategies*

Meeting Individual Needs*

Review and Apply



Informal Assessment

Culminating Activities



Writing Process Presenta
Diario ilustrado

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 “Canción infantil” and “Caballito mío” to your beginning readers, “La mona Jacinta” and “Canción para vestirse” to your intermediate readers, and “Versitos para descalzarnos,” “La ropa tendida,” and “El reino del revés” to your advanced readers. Locate the *Antología* icon at the top of the page where the related activities appear.



Audio CD

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 9 and 10. Locate the Audio CD icon next to selected activities within this week.**



Biblioteca temática

This thematic library, a collection of leveled readers that are integrated with the unit themes, 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

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 19–21. 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 2, 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 2. 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 included 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 provide resources, such as graphic organizers and manipulatives, that students can use to complete a task. They also allow for additional practice and parent involvement. **For this week, you may assign *Hoja de actividad 16*. Locate the *Hojas de actividad* icon next to selected activities within this week.**



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 *Geografía* cards from the *Ciencias* section, the *Lugares de la comunidad* cards from the *Comunidad* section, and the *Lugares de la casa* cards from the *Hogar* section of the *Tarjetas fotográficas*. Locate the *Tarjetas fotográficas* icon next to selected activities within this week.**

El barrio y el hogar

Argentina • Week 1

Language Functions

Students will

- learn to describe where they live.
- learn to name the rooms in a house or an apartment.
- locate and describe neighborhoods and homes.
- make inferences.

Vocabulary

apartamento	plaza	sala
árbol	presidente(a)	
barrio		cama
campo	baño	mesa
casa	cocina	silla
edificio	comedor	sofá
hogar	cuarto/dormitorio	
lugar	jardín	me gusta...

Essential Question

¿Cómo describimos nuestro barrio y hogar? How do we describe our neighborhood and home?

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 describe their home and neighborhood.

Activate Prior Knowledge



PRACTICES AND
PERSPECTIVES

Frontload Vocabulary

- Direct students' attention to student book page 46. Explain that the children are at a park in Buenos Aires called *Plaza de las Naciones Unidas*. Explain that the monument represents a flower whose petals open during the day and close at night. Ask students if they have ever seen or heard of these types of flowers. If possible, show students pictures of a crocus and explain that this flower opens during the day and closes at night. Tell students that the Spanish word for this flower is *azafrán*, and that the flower comes from a plant that is used as a condiment (saffron) in foods.



- Write *Naciones Unidas* (United Nations) on the board and explain that this is an organization composed of members from hundreds of countries, whose mission is to solve world problems. Display a picture of the *Naciones Unidas* from a magazine or the Internet.
- Read the title of the week. Explain that *barrio* means “neighborhood” and that *hogar* means “home” or “house.”

Build Background

- Explain to students that in this unit Alana and Kai are visiting Argentina and their new friend, Julio, a boy who lives in the capital city of Buenos Aires.
- Remind students that they learned the expression *Yo vivo en...* on page 30 of their book, when Alana said *Yo vivo en Hawái*. On the board, write *Yo vivo en ____* and have a volunteer complete the sentence. Write also *Yo vivo cerca de ____* (I live near ...) and *Yo vivo lejos de ____* (I live far from ...) Encourage students to complete these sentences and to share their answers with the class.

¿Dónde vives?



Yo vivo en Honolulu
en Hawái.

Yo vivo en La Recoleta
en Buenos Aires.



► Conversa.

Yo vivo en...

Plaza de las Naciones Unidas
en Buenos Aires

47

Day 1

Predict



INTERPRETIVE

- Explain to students that they will read a series of dialogues. Have them turn to page 48 and quickly scan the illustrations. Then ask them what they think the dialogues might be about, according to what they see. Elicit ideas by referring students back to this unit's Big Idea. Write students' ideas on the board and do not erase them until you confirm predictions after the reading.

Close



INTERPRETIVE

To facilitate this activity, write three columns on the board: (column 1) *Yo vivo, Tú vives, Él/Ella vive, Nosotros vivimos, Ellos/Ustedes viven*; (column 2) *en, cerca de, lejos de, con*; (column 3) Honolulu, Hawái, [name of your state], [name of your city], Argentina, Buenos Aires. Have pairs of students match the words in the columns to create at least three sentences. Encourage them to be creative and use their own words for column 3.

Standards

Texas

Communication: Novice A and B
Cultures: Novice A

California

Content: A.1.1.a, A.1.1.d
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
Structures: D.1.0, D.1.1, D.2.0, D.2.1
Settings: E.1.0, E.2.0

National

Communication: 1.1–1.3
Cultures: 2.1

Language in Context



INTERPERSONAL

- Direct students' attention to page 47 and have a volunteer read the title, *¿Dónde vives?* Read the dialogue to students as they follow along. Then read it slowly, changing your voice so that each character sounds different. Read it a third time and have students chorally repeat it after you.
- Have pairs of students ask *¿Dónde vives?* and answer with *Yo vivo en...* Then invite volunteers to share their answer with the class.



Read



El hogar de Julio

Warm-up

- Remind students that *bogar* means “home.” Elicit different definitions of “home,” pointing out that the term refers not only to the place where one lives, but also to an environment that provides security and happiness.

Display the *Tarjetas fotográficas* for *ciudad* and *campo*.

Good to Know!



PRODUCTS AND PERSPECTIVES

Una ciudad es un grupo de calles, casas, edificios y parques. El campo es el área fuera de la ciudad que puede tener mucha vegetación, plantaciones o granjas. Lo urbano se refiere a la ciudad, mientras que lo rural se refiere al campo.

A city is a group of streets, houses, buildings, and parks. The countryside is the area outside the city that can include a lot of vegetation, plantations, or farms. The word “urban” refers to the city, while the word “rural” refers to the countryside.

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

Echo Read

- Have students turn to page 48. Ask a volunteer to read the title. Then read the title and have the class repeat after you.
- Conduct an echo read of the story, having students gradually repeat words, phrases, and then sentences after you. Have a different volunteer read the caption in each vignette before you read each dialogue.

Display the *Tarjetas fotográficas* for *apartamento* and *casa*. Elicit the differences between an apartment and a house, and review the differences between the city and the countryside.

Display also the *Tarjetas fotográficas* for the different places in the home: *sala*, *comedor*, *dormitorio*, *baño*, and *cocina*. If time allows, do some of the suggested activities on the back of the cards. You could also show the photo card for *patio* and explain that this is usually found in *casas*.

- Point out that *dormitorio* and *cuarto* are synonyms in Spanish.

El hogar de Julio



48 Unidad 2

Multiple Access Strategies

Accessing Concepts Ask these questions:

¿Dónde ocurren los diálogos? (en el hogar de Julio)
Where do the dialogues take place? (in Julio's home)

¿Quiénes están en los diálogos? (Alana, Julio y Kai)
Who appears in the dialogues? (Alana, Julio, and Kai)

Accessing Content Ask these questions:

¿Dónde vive Julio? (Julio vive en un apartamento/ en la ciudad/en el barrio La Recoleta/en Buenos Aires.)
Where does Julio live? (Julio lives in an apartment/ in the city/in the Recoleta neighborhood/in Buenos Aires.)

¿Cómo es el sofá de Julio? (El sofá de Julio es verde.)
What's Julio's sofa like? (Julio's sofa is green.)

¿De qué color es la cama de Julio? (La cama de Julio es azul.) What color is Julio's bed? (Julio's bed is blue.)

Escucha y repite.



apartamento	comedor	dormitorios
cama	casa	sofá

Completa.

1. Yo soy Julio. Yo vivo en un **apartamento**.
2. Alana y yo vivimos en una **casa**.
3. La sala es bonita y tiene un **sofá** verde.
4. El **comedor** tiene una mesa y cuatro sillas.
5. El apartamento de Julio tiene tres **dormitorios**.
6. La **cama** de Julio es azul.

Escoge. Lee en voz alta.

1. Está en la sala.
2. Está en el dormitorio.
3. Está en el comedor.

- a la cama
- b. el sofá
- c. la mesa

Conversa. Las respuestas varían.

- Imagina que estás en el apartamento de Julio.
1. ¿Cómo es la sala?
 2. ¿Cómo es el comedor?
 3. ¿Cómo es el baño?
 4. ¿Te gusta la cocina?

Semana 1 49

Accessing Critical-Thinking Skills Ask these questions:

¿Con quién crees que vive Julio? (Julio vive con su familia.)
Who do you think Julio lives with? (Julio lives with his family.)

¿Cómo lo sabes? (porque el hogar de Julio tiene tres dormitorios) How do you know? (because Julio's home has three bedrooms)

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 9 several times and having them practice the pronunciation of key words such as *comedor*, *apartamento*, *dormitorio*, *baño*, and *cocina*.

Day 2

Challenge/Role-Play Divide the class into groups of three and have students practice reading the dialogues on page 48 so that they sound like a miniplay. Have them use gestures, and invite each group to choose one of the dialogues to perform in front of the class.

Practice and Apply



INTERPERSONAL

- Have students turn to page 49. For activity A, read the direction and have students read along with you. Read the words in the word box and have students repeat them.
- 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 directions and have students follow along. Then explain to students that they have to match the sentences in the left-hand box with the items in the right-hand box. Have volunteers read their matches.
- After each student reads his or her match, verify that it is correct, and have the class repeat the match after you. Then encourage students to come up with more matches of their own.
- For activity D, have pairs of students answer the questions.



Have students open their *Cuaderno de práctica* to page 19.

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



INTERPERSONAL

Have pairs of students take turns greeting each other, saying their name, and then asking each other questions and answering them: *Hola...* (Hi ...), *Me llamo...* (My name is ...), *¿Cómo estás?* (How are you?) *¿Dónde vives?* (Where do you live?), *¿Vives en un apartamento o en una casa?* (Do you live in an apartment or in a house?) *Yo vivo en...* (I live in ...)