



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 Bolivia. In this unit, your child will learn vocabulary associated with greetings, goodbyes, and family members.

As your child “travels” through Bolivia, 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 palabras se usan para saludar? What words are used as greetings?
¿Cuál es tu apellido? What is your last name?
¿Cuántas personas son en tu familia? How many people are in your family?
¿Cuáles formas usas cuando hablas de una persona y cuáles formas usas cuando hablas de un grupo de personas? What forms do you use when you talk about one person and what forms do you use when you talk about a group of people?
- Encourage your child to talk about Bolivia. 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 Bolivia and its capital city are.
- Have your child write a physical and character description of a classmate without giving away his or her name. Encourage your child to be as specific as possible so others may identify who is being described. Have your child use as much Spanish vocabulary as they can. Allow your child to bring the description 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 colors, clothing, and places in the home and in the community. In addition, your child will learn to use Spanish descriptive words when talking about activities in the home and in the community.

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:
¿Qué ropa llevas durante las vacaciones? What kind of clothes do you wear on vacation?
¿Qué actividades te gusta hacer en tu casa? What activities do you like to do in your house?
¿Qué lugar te gusta más? (el campo, la ciudad, el pueblo, las montañas, la playa) Which place do you like the most? (the country, the city, a small town, the mountains, the beach)
¿Qué haces en tu comunidad? What do you do in your community?
- 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 and its capital city are.
- Have your child draw a picture of his or her favorite place. Then, on the back of the picture have your child write a few reasons why he or she chose this place, and encourage your child to use as much Spanish as possible. Allow your child to bring the picture back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of El Salvador. Your child will learn vocabulary associated with the days of the week, school supplies, time, and hobbies. In addition, your child will learn to use Spanish descriptive words when talking about his or her school schedule.

As your child “travels” through El Salvador, 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:
 - ¿*Cuál es tu clase favorita?* What is your favorite class?
 - ¿*Qué útiles necesitas para la clase de arte?* What supplies do you need for art class?
 - ¿*Cómo hablamos de la hora?* How do we talk about time?
 - ¿*Qué haces en tu tiempo libre?* What do you do in your spare time?
- Encourage your child to talk about El Salvador. 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 El Salvador and its capital city are.
- Have your child write a few paragraphs on whether he or she thinks that uniforms are a good idea. Help you child explain his or her answer as best as possible trying to write only in Spanish. Allow your child to bring what he or she writes back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Puerto Rico. Your child will learn vocabulary associated with pets, farm animals, endangered species, and zoo animals. In addition, your child will learn to use Spanish descriptive words when talking about a Puerto Rican fable.

As your child “travels” through Puerto Rico, 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:
 - ¿*Cuál es tu animal favorito?* What is your favorite animal?
 - ¿*Qué símbolo como el jíbaro hay en Estados Unidos?* What symbol in the United States is like that of the jíbaros?
 - ¿*Qué tipos de ecosistemas hay en Puerto Rico?* What kinds of ecosystems are found in Puerto Rico?
 - ¿*Quáles animales están en más peligro?* Which animals are most endangered?
 - ¿*Por qué tenemos fábulas?* Why do we have fables?
- Encourage your child to talk about Puerto Rico. 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 Puerto Rico and its capital city are.
- Have your child draw a picture representing his or her favorite fable. On the picture, have him or her write the moral of the story in Spanish. Encourage your child to be creative and colorful with his or her picture. Allow your child to bring the picture back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Guatemala. Your child will learn vocabulary associated with food, celebrations, and the body. In addition, your child will learn to use Spanish descriptive words when talking about how to lead a healthy life.

As your child “travels” through Guatemala, 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 comes en el desayuno?* What do you eat for breakfast?
 - ¿*Que comen y beben en Guatemala para el desayuno? Y en Estados Unidos?* What do people in Guatemala eat and drink for breakfast? And in the United States?
 - ¿*Por qué es la sopa de pollo buena cuando estás enfermo(a)?* Why is chicken soup good when you are sick?
 - ¿*Cómo puedes mantener una vida sana?* How can you lead a healthy life?
 - ¿*Qué hacen los guatemaltecos para proteger los recursos naturales y cuidar la comunidad?* What do Guatemalans do to protect their natural resources and take care of their community?

- Encourage your child to talk about Guatemala. 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 Guatemala and its capital city are.

- Have your child write an answer to the question, “what is the difference between reality and fantasy?” Help your child come up with a short example for both. Encourage him or her to be creative and write in Spanish as much as possible. Allow your child to bring what he or she writes back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Uruguay. Your child will learn vocabulary associated with the months of the year, the seasons, the weather, and means of transportation. In addition, your child will learn to use Spanish descriptive words when talking about places he or she would like to visit.

As your child “travels” through Uruguay, 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:
 - ¿*Cuándo es verano en Uruguay?* When is it summer in Uruguay?
 - ¿*Por qué te gusta tu estación favorita?* Why do you like your favorite season?
 - ¿*Qué celebraciones hay en tu comunidad?* What celebrations are there in your community?
 - ¿*Por qué crees que los gauchos son un símbolo nacional?* Why do you think that gauchos are a national symbol?
 - ¿*Cómo decidimos el medio de transporte que necesitamos?* How do we decide what means of transportation we need to take?
- Encourage your child to talk about Uruguay. 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 Uruguay and its capital city are.
- Have your child imagine he or she is a gaucho in Uruguay. Then, have your child write about what a day would be like for him or her as a gaucho. Encourage your child to be creative and descriptive. Write in as much Spanish as possible. Allow your child to bring what he or she writes back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of México. Your child will learn vocabulary associated with professions, Mayan inventions, and contemporary Mexican inventions. In addition, your child will learn to use Spanish descriptive words when talking about Mayan culture.

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 imágenes tiene el calendario azteca? What images does the Aztec calendar have?
 - ¿Cuál es tu invento favorito? What is your favorite invention?
 - ¿Cómo ayuda el metro a los ciudadanos de México, D.F.? How does the metro help the citizens of México, D.F.?
 - ¿Qué inventaron los mayas con la ayuda de sus observaciones en el Observatorio El Caracol? What did the Mayas with the help of their observations at the Caracol Observatory?
 - ¿Qué planes tienes para el futuro? What plans do you have for the future?
- 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 and its capital city are.
- Ask your child to write a couple of paragraphs about what he or she thinks life might be like in the future. Encourage your child to be as creative and descriptive as possible using as much Spanish as possible. Allow your child to bring what he or she writes back to school to share with the rest of the class.

Sincerely,



Dear Family:

In this unit, your child will explore the country of Ecuador. Your child will learn vocabulary associated with holidays, and celebrations. In addition, your child will learn to use Spanish descriptive words when talking about traditions.

As your child “travels” through Ecuador, 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 es un zampoña, un rondador y un charango?* What is a zampoña, a rondador, and a charango?
 - ¿*Quiénes eran los yancos?* Who were the yancos?
 - ¿*Qué honran en la fiesta del Inti Raymi?* What is honored at the Inti Raymi festival?
 - ¿*Por qué son importantes las celebraciones?* Why are celebrations important?
 - ¿*En qué se diferencian las tradiciones de las celebraciones?* How are traditions different from celebrations?
- Encourage your child to talk about Ecuador. 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 Ecuador and its capital city are.
- Help your child recall all the previous lessons, and have him or her write a couple of paragraphs explaining why it is important to learn about other countries and other cultures. Encourage your child to write only in Spanish. Allow your child to bring his or her explanation 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,