

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 they visit México and meet children their own age.
- introduce themselves to new friends by imagining different scenarios and engaging in dialogues with their classmates.
- name family members by showing an image of their families and introducing each person.
- identify and describe friends, events, and objects by imagining they attend a community festival in México.

Discuss the Big Idea

- Explain to students that they are following Lisa and Tony on a trip through seven Spanish-speaking countries, and one community in the United States where Spanish is spoken. In this unit, students learn about the country of México, and about how people meet, greet, and say goodbye to each other in Spanish; the names of family members; and about some Mexican celebrations.
- Discuss that México is one of many countries where Spanish is spoken. Tell students that, along with Lisa and Tony, they will meet new friends from México. Display a map of North America and show México's proximity to the United States.
- Discuss the images on the unit opener pages. Have students share what they know about México. Point to the sombrero and tell students that this type of hat is worn at celebrations or special events. Point to the piñata and explain that piñatas are filled

Unidad 1

Nos conocemos



Parque en Cozumel



Cenote en Chichén Itzá



with candy and toys at parties and then broken so that the children can collect the treats.

- Discuss that people in México eat many kinds of foods that are popular in the United States. Ask students if they have seen or tasted foods like tacos, quesadillas, and burritos. Show images of these foods and have students identify ones they like.

Voy a aprender sobre...

- los saludos y despedidas.
- los amigos.
- la familia.
- un festival.



Playa en Acapulco



Plaza en Oaxaca

Descubre
México



Preview the Unit

Saludos y despedidas

Point to the top image on page 10 and read the photo caption *Parque en Cozumel* (Park in Cozumel). Explain that this week Lisa and Tony will meet and greet María and Diego, their new Mexican friends.

Los amigos

Point to the bottom image on page 10 and read the photo caption *Cenote en Chichén Itzá* (Cenote in Chichén Itzá). Tell students that Chichén Itzá is an ancient city in México. Explain that Lisa and Tony will meet more friends there.



PRACTICES AND PERSPECTIVES

La familia

Point to the top image on page 11 and read the photo caption *Playa en Acapulco* (Beach in Acapulco). Tell students that Acapulco is a popular vacation spot in México. Explain that Lisa and Tony will meet María's family at the beach.

Un festival

Point to the bottom image on page 11 and read the photo caption *Plaza en Oaxaca* (Plaza in Oaxaca). Explain that this week they will learn about a celebration that takes place in the Mexican city of Oaxaca every spring.

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 despedimos? How do we greet and say goodbye to one another?

Week 2

¿Cómo te presentas a los amigos nuevos? How do you introduce yourself to new friends?

Week 3

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

Week 4

¿Quiénes son tus amigos? Who are your 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 greetings and goodbyes.
- introduce themselves to others.
- recognize the sequence of events in a story.
- predict and retell events.

Vocabulary

amigo/amiga
estadio
fútbol
saluda
despídete
primero
después
por último
sí/no

adiós
buenos días
buenas tardes
buenas noches
hola
mucho gusto
yo me llamo...

Materials

Bean bag or small ball; images of activities taking place in the morning, afternoon, and evening; empty plastic bottle

Essential Question

¿Cómo nos saludamos y despedimos?
How do we greet and say goodbye to one another?

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



El estadio

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 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 • Los amigos

Day 5 (pages 20–21)

Language Functions

- Students will
- ask another person his or her name in Spanish.
 - recognize vowels and initial vowel sounds in Spanish.
 - predict and retell events.

Vocabulary

amigos/amigas	pirámide	¿cómo te llamas
niño/niña	vocal	tú?
mapa		yo me llamo...

Essential Question

¿Cómo te presentas a los amigos nuevos?
How do you introduce yourself to new friends?

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



Las pirámides

Warm-up
Read Aloud
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 • La familia

Day 9 (pages 28–29)

Language Functions

Students will

- name family members in Spanish.
- capitalize the first word of sentences and names of people.
- use periods and question marks appropriately.

Vocabulary

abuelo/abuela	el/la
familia	los/las
hermano/hermana	mi/tu
mamá/papá	es
juguete	tiene
pelota de playa	visita, visitamos
playa	
toalla	

Materials

Internet or magazine images (or realia) of a beach ball, a beach towel, beach toys; notecards

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 10 (pages 30–31)

Read



La familia de María

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 • Un festival

Day 13 (pages 36–37)

Language Functions

- Students will
- identify different forms of media by reading an email.
 - describe people and events in Spanish.
 - use and apply present-tense forms of the verb *ser*.

Vocabulary

comunidad	mis	ustedes
festival	un/una	
flores	unos/unas	cantamos
mariachi		soy, eres, es,
niño/niña	yo	somos, son
	tú	
bonito(a)	él/ella	
bueno(a)	ellos/ellas	
divertido(a)	nosotros	

Essential Question

¿Quiénes son tus amigos?
Who are your friends?

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

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 "A la playa" to your beginning readers, "El mejor taco del mundo" to your intermediate readers, and "¿Qué espejo tan raro!" 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 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 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 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 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* 6, 11, and 12.** 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 for Diego, Lisa, María, and Tony.**



Manual de lenguaje

This handbook, which contains minilessons on grammar, the writing process, and writing structures, is ideal for students to use as an introduction or review of major language arts skills before starting a major activity. **For this week, you may use the minilessons 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 *fútbol* card from the *Salud-Pasatiempos* section and the *estadio* card from the *Comunidad-Lugares de la comunidad* 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 greetings and goodbyes.
- introduce themselves to others.
- recognize the sequence of events in a story.
- predict and retell events.

Vocabulary

amigo/amiga	después	buenas noches
estadio	por último	hola
fútbol	sí/no	mucho gusto
		yo me llamo...
saluda	adiós	
despídete	buenos días	
primero	buenas tardes	

Materials

Bean bag or small ball; images of activities taking place in the morning, afternoon, and evening; empty plastic bottle

Essential Question

¿Cómo nos saludamos y despedimos?

How do we greet and say goodbye to one another?

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 each other and say goodbye to each other in Spanish.

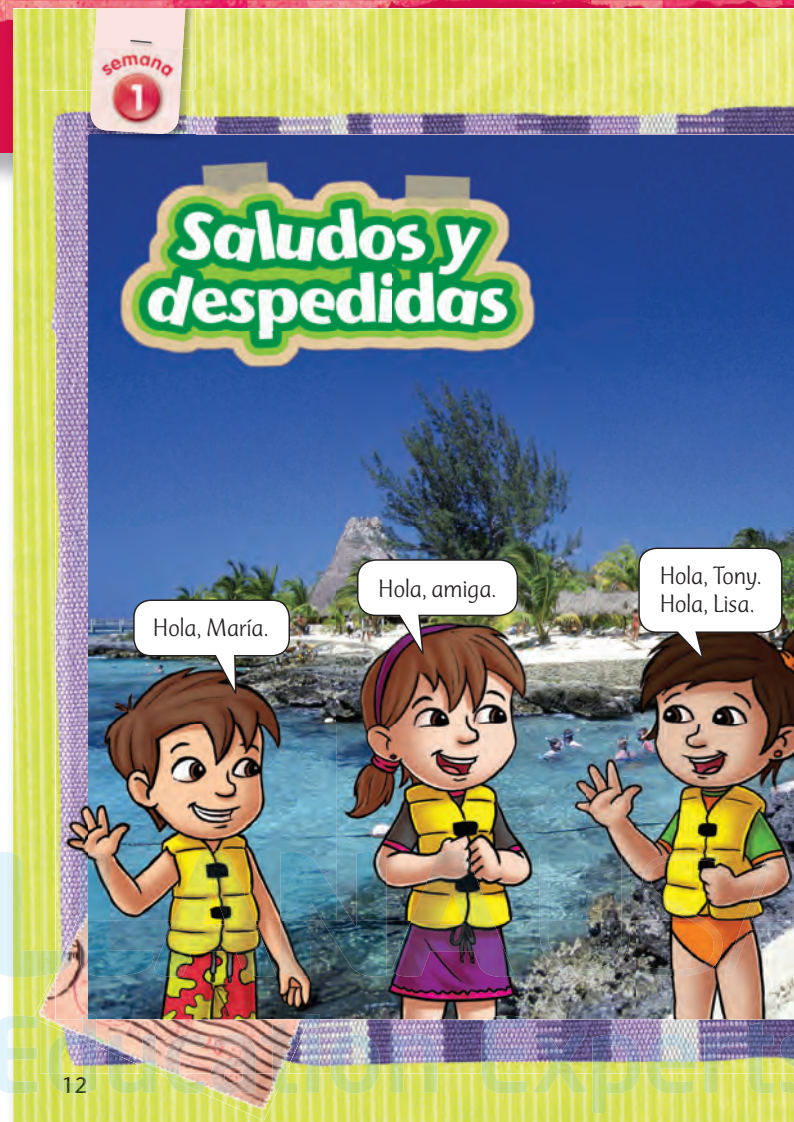
Activate Prior Knowledge



INTERPERSONAL

Frontload Vocabulary

- Write the word *amigo* (friend [boy]) on the board and have students repeat after you. Repeat with *amiga* (friend [girl]).
- Then wave to a boy and say *Hola, amigo*. (Hi, friend.) Wave to a girl and say *Hola, amiga*. (Hi, friend.) Have students turn to the person on their right and greet their classmate by waving and saying *Hola, amigo* (to a boy) and *Hola, amiga* (to a girl). Have that child greet his or her classmate in return.



Build Background

- Direct students' attention to the week opener image on pages 12–13. Then read the title, *Saludos y despedidas* (Greetings and goodbyes). Point to Tony and ask *¿Quién es él?* (Who's he?) Elicit *Él es Tony*. (He's Tony.) Repeat with Lisa by asking *¿Quién es ella?* (Who's she?) Elicit *Ella es Lisa*. (She's Lisa.)
- Read the photo caption. Explain that Lisa and Tony are waiting in line to swim at Chankanaab National Park in Cozumel. Explain that Chankanaab is an area that protects marine life, such as dolphins and sea turtles. Also explain that Cozumel is a small island off the coast of the Yucatán Peninsula of México, where many people visit to swim, to go to parks, and to go sightseeing.
- Ask students if they have ever been to or seen a similar park or place. You can use the Internet to find pictures or a virtual tour of this area to show students.
- Point to the other girl on the page and say *Ella es María*. (She's María.) Ask students what they should say to her.



Day 1

Hola, amiga. (if a girl). Then have the student receiving the beanbag say the appropriate greeting in return. Continue so that all students have a chance to participate.

Predict



Explain to students that, on the following page, they will read some dialogues. Have them turn to page 14 and ask them what they think the characters might be talking about. Draw a word web on the board and write the phrase *Yo creo que hablan sobre...* in the center oval. Read the phrase and tell students that it means “I think they (the characters) are talking about ...” Elicit words and ideas by referring students to pages 12–13 as well as to this week’s Essential Question. Encourage students to use Spanish in their answers as much as possible. Write students’ words and ideas in separate ovals around the web, and do not erase the web until you confirm predictions after the reading.

Close



Role-Play Invite three volunteers to role-play the dialogue on page 12. Repeat the activity with other groups of three until all students have had a chance to participate.

Elicit *Hola*. (Hello.) or *Hola, amiga*. (Hello, friend.) Have students wave to María and greet her in Spanish.

Language in Context

- Read the dialogue on page 12 as students follow along. Then have students chorally repeat the dialogue after you.
- Display the Character Cutouts of Lisa, María, and Tony. Use them to role-play the dialogue as you read the speech bubbles again. Allow volunteers to use the cutouts to act out the dialogues after you.
- Have students turn to page 13. Read the title, *¡Hola!* (Hello!) and have students repeat. Then read each speech bubble while waving to a girl or to a boy, respectively. Have students repeat after you.
- Read *Ahora tú*. (Now it's your turn.) Then toss a beanbag (or a ball) to a student and say *Saluda a un amigo o una amiga*. (Say hello to a friend.) That student tosses the beanbag to a friend and says *Hola, amigo*. (if a boy) or

Standards

Texas

Communication: Novice A, B, and C
Cultures: Novice A
Comparisons: Novice B

California

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

National

Communication: 1.1–1.3
Cultures: 2.1
Comparisons: 4.2



Read



El estadio

Warm-up

Direct students to page 14. Read the title, *El estadio* (The stadium), and have students repeat it. Display the *Tarjeta fotográfica* for *fútbol* (soccer). Say the word and have students repeat it. Clarify that, in the United States, the sport of football is called *fútbol americano*.

Ask students if they have ever been to a soccer stadium. Display the *Tarjeta fotográfica* for *estadio*. Have them say the word after you. Then ask them to imagine that they are in a stadium and discuss what can be seen there. Ask *¿Qué ves en el estadio?* (What do you see in a stadium?) Elicit *jugadores* (players), *sillas* (seats), *comida* (food), *campo* (field), and *fanáticos* (fans: people). Use additional images from the Internet or from the *Tarjetas fotográficas* to assist with understanding.

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

Good to Know!



PRACTICES AND PERSPECTIVES

El fútbol es el deporte más popular en México. El Estadio Azteca es un estadio de fútbol que está en México, D.F., la capital de México. Es uno de los estadios más grandes del mundo.

Soccer is the most popular sport in México. The Estadio Azteca is a soccer stadium in México, D.F. (Mexico City), México's capital city. It's one of the largest stadiums in the world.

- Review the word *Hola* by waving hello to students and saying the word. Then walk toward the door as if you're leaving and wave goodbye while saying *Adiós*. Have students repeat.
- Ask for a volunteer to come to the front of the class. Say to the student *Yo me llamo ____* [your first name]. (My name is ____.) Have the student say the same sentence with his or her name.
- Then shake hands and say *Mucho gusto, ____*. (Pleased to meet you, ____.) Explain that *Mucho gusto* is not considered a greeting, but is used after a person is introduced to another. Have the entire class repeat the words and the gestures after you.

El estadio



14 Unidad 1

- Explain to students that the characters left Cozumel and are now attending a soccer match at Estadio Azteca, where Lisa and Tony will meet Diego, one of María's friends.

Echo Read

- Read the dialogues on page 14 and have students follow along. Conduct an echo read of the dialogues, having students gradually repeat words, phrases, and then sentences after you.



You may read the dialogues one more time and have the class chorally repeat them after you. Or you may play Audio CD Track 1 and have students listen attentively and then repeat.

Multiple Access Strategies

Accessing Concepts Ask these questions:

Point to each character and ask *¿Quién es él/ella?* (Lisa, Tony, María, Diego) Who's he/she? (Lisa, Tony, María, Diego)

Point to the stadium and ask *¿Qué es esto?* (*un estadio [de fútbol]*) What's this? (a [soccer] stadium)



Escucha y repite.



Hola



Mucho gusto



Adiós



amigo amiga

Completa. Lee en voz alta.



1. Hola



2. Adiós



3. Mucho gusto

Conversa con un amigo y una amiga.

1. Saluda a un amigo.
2. Despidete de una amiga.



Semana 1

15

Day 2

Meeting Individual Needs



Benchmark You may assist students having minor difficulties pronouncing words and phrases like *hola*, *adiós*, and *mucho gusto* by having them listen to the dialogues on the Audio CD Track 1 and repeating the dialogues several times.

Challenge On four sheets of paper, write *Hola*, *Yo me llamo* ____, *Mucho gusto*, and *Adiós*. Attach the papers to the board or the wall, leaving a few feet between them. Have volunteers form pairs and stand next to each sign. Then have them read and act out the word or phrase. Repeat with other volunteers.



INTERPERSONAL

Practice and Apply

- Ask students to turn to page 15. Read the direction for activity A. Then read each word or phrase and have students repeat. Invite volunteers to read the expressions.
- For activity B, read the directions and have the class repeat after you. Have students fill in the blanks with the correct words to match the illustrations. Encourage students to look at page 14 for help if necessary. Ask volunteers to share their answers and have the entire class repeat.
- For activity C, read each statement and have students perform the appropriate action.
- Mention to students that it is also customary for some people (especially girls and women) to kiss each other on the cheek when they greet or say goodbye to someone. Have students compare how all the gestures presented are similar to or different from the ones used in the United States.



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.

Accessing Content Ask these questions:

¿Qué dicen los niños para saludarse? (*hola*) What do the children say when greeting someone? (hello)

¿Qué dicen los niños para despedirse? (*adiós*) What do the children say when saying goodbye? (goodbye)

¿Qué dice Tony para presentarse a Diego? (*Yo me llamo Tony.*) What does Tony say to introduce himself to Diego? (My name is Tony.)

Accessing Critical-Thinking Skills Ask these questions:

¿Qué hacen los niños? (*Miran un partido de fútbol.*) What are the children doing? (They're watching a soccer match.)

¿Quién es Diego? (*Es el amigo de María.*) Who's Diego? (María's friend.)

¿Qué se dice cuando se presenta a un amigo o una amiga? (*Hola. Yo me llamo ____.*) What do you say when you're meeting a new friend? (Hi. My name is ____.)



PRACTICES AND PERSPECTIVES

Close

Direct students' attention back to the predictions on the board. Discuss whether their predictions were accurate. Read each prediction and have students respond *Sí* (Yes) if the prediction was correct, or *No* (No) if it was incorrect.

Role-Play Have students form small groups to reenact the dialogue on page 14, using their own names in place of the characters' names. Ask groups of students to present their dialogues to the class.



Check Comprehension



¿Qué recuerdas?

- Direct students to page 16. Read the title, *¿Qué recuerdas?* (What do you remember?), and have students repeat. Tell students that the following activities will be about *El estadio*, the dialogues on page 14.
- Read the direction for activity A. Demonstrate *Sí* (Yes) by nodding your head and *No* (No) by shaking your head.
- Read each statement under the illustrations and have students repeat. Tell students to say *Sí* if the word matches the illustration, or *No* if it doesn't. Ask what clues in the pictures helped them determine their answer.
- For each statement that was answered with *No*, have students tell what the correct answer would be and why. Elicit that the first one should be *Adiós*, because María is walking away and waving goodbye to Tony. The last should be *Mucho gusto* because Tony and Diego are shaking hands after introducing themselves to each other.
- Write the sequencers *primero*, *después*, and *por último* on the board. Underneath each expression draw three steps in an event, such as a seed in the ground under *primero*, sunshine and rain falling on the seedling under *después*, and a flower blooming under *por último*. Say the words while pointing to each picture and have students repeat.
- For activity B, read the direction and have students repeat. Then read the dialogue in each picture and have students repeat. Help students identify and point to the scene that happens first, then, and last according to the dialogues on page 14 by asking:
 - ¿Qué pasa primero? What happens first?
 - ¿Qué pasa después? What happens then?
 - ¿Qué pasa por último? What happens last?
- Elicit *Primero: Hola. Yo me llamo Tony.* (First: Hello. My name is Tony.) *Después: Mucho gusto. Yo me llamo Diego.* (Then: Pleased to meet you. My name is Diego.) *Por último: Adiós. Adiós, amigo.* (Finally: Goodbye. Goodbye, friend.)

Role-Play Have volunteers use the Character Cutouts for Lisa, Tony, María, and Diego to role-play the scenes from page 16 in the correct order of events. Repeat to allow all students a chance to participate.

¿Qué recuerdas?

A. ¿Sí o no?



1. Mucho gusto.
No



2. Hola.
Sí



3. Adiós.
No

B. Ordena.



Por último



Primero

Después

Multiple Access Strategies

Accessing Concepts Ask students to name the words for “first,” “then” and “last” from the board. Help them repeat the sequencers: *primero*, *después*, *por último* several times.



Accessing Content Distribute *Hoja de actividad 6* and ask students to draw pictures to show the sequence of events in the dialogues on page 14. Have students copy the correct sequencers under each picture.



Accessing Critical-Thinking Skills Distribute *Hoja de actividad 6* and ask students to draw pictures to show the sequence of events in the dialogues on page 14. Have students write phrases or sentences to explain their drawings. Encourage students to use the sequencers as well as greetings, goodbyes, and other vocabulary words such as *estadio* and *fútbol*. Have students share their work with the class.