

Elementary Spanish as a World Language Program

Descubre el español con Santillana

Discover a world full
of cultural adventures!



Supports students of
ALL language levels,
from beginners to
Heritage speakers!
www.descubreElEspañol.com

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SANTILLANA USA
Language Education Experts

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Descubre el español con Santillana

Make language-learning a cultural adventure as students "travel" to 20 Spanish-speaking countries throughout levels A-F

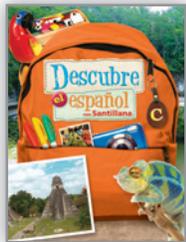
Explore a world full of cultural adventures!

Students meet engaging characters, who travel to 8 amazing Spanish-speaking countries in each student book. They have fun as they travel with Charlie, Ana, and other student book characters and learn about the local people, places, cultures, foods, animals, and of course, the language.

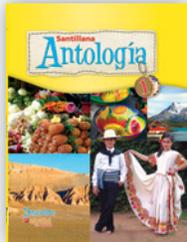


¡Viaja con nosotros!

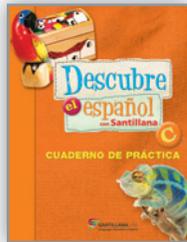
Print Resources



Student Book



Student Anthology *



Practice Book



Assessment



Blackline Masters



Language Arts Handbook



Phonics Kit
Syllabic Readers (Little and Big Books), Diphthongs and Blends Readers, Alphabet Game, Alphabet Picture Cards, Syllabic Flash Cards, Syllabic Game



Photo-card Kit



Leveled Thematic Libraries



Teacher's Guide and Audio CD and Video Program



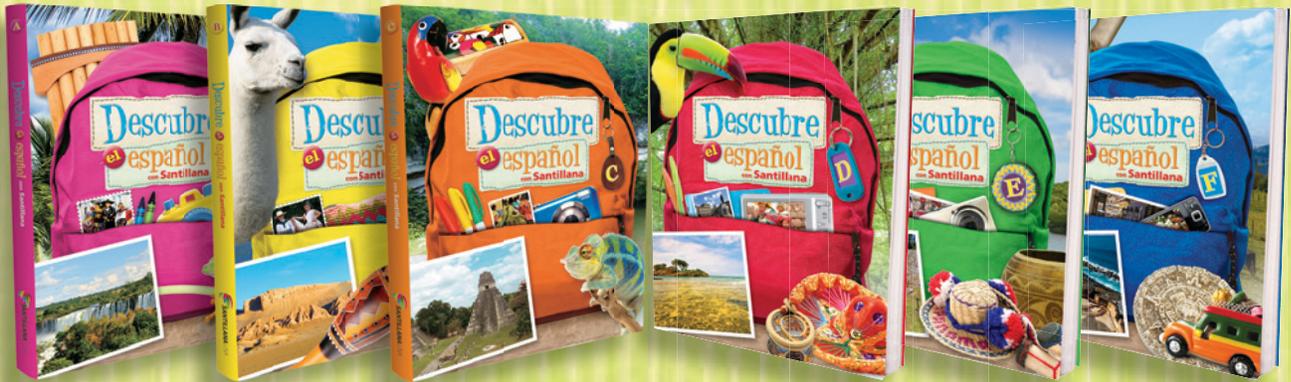
Poster Cut-outs
Character Cut-outs

*Annotated Edition with audio CD available

Students are introduced to and learn Spanish through cultural adventures!

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Student eLearning Center



Student eBook



Descubre Online

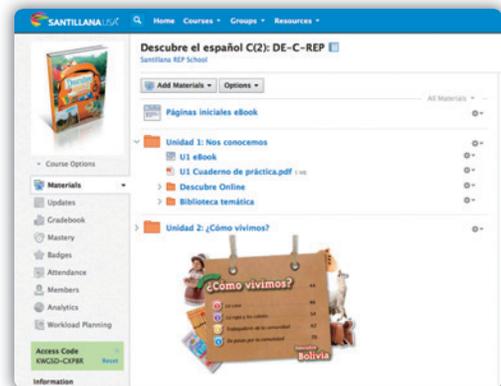


Thematic Readers



eBook Anthology

Teacher eLearning Center

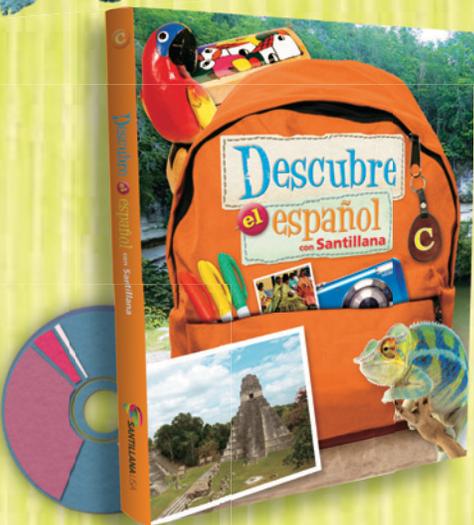


- Teacher's Guide
- Online Assessments and Reporting
- Blackline Masters
- Assessment System
- Annotated Practice Book
- Online Student Resources

Student Resources

Whether you use print, digital resources, or both, Descubre el español con Santillana makes learning Spanish fun and rewarding.

Students learn through cultural adventures and meet new friends along the way!



Student Book

(print or online)

In each student book students are introduced to two characters and "travel" with these characters to 8 Spanish-speaking countries, where they explore the culture of each country and learn the language.

Los animales salvajes

A. Observa y lee.

Animal	Alimento
el delfín	pescado
el cocodrilo	carne
el tucán	carne y plantas
el pingüino	pescado
la culebra	carne

Completa y lee la oración.

- El delfín y el pingüino comen _____.
- La culebra come _____.
- El tucán come _____ y _____.
- El cocodrilo y la culebra comen _____.

C. Compara.

- ¿Qué animales tienen nombres similares en español y en inglés?
- ¿Qué animales viven en Ecuador y en Estados Unidos?

36 Unidad 4

Las pirámides

A. Escucha y repite.

¿Cómo te llamas tú? amigos Yo me llamo...

B. Une. Lee en voz alta.

- Yo me llamo Lisa.
- Yo me llamo María.
- Yo me llamo Jorge.

C. Conversa con un amigo o una amiga.

- ¿Cómo te llamas tú?
- Yo me llamo...

22 Unidad 1

Explicit presentation and integration of the 5 Cs

Somos amigos

A. Escucha y repite.

Yo soy Paco. Tú eres mi amigo. María es mi amiga.

La señora López es mi maestra. Carmen y Juan son mis amigos. Carmen, Juan y yo somos estudiantes.

B. Escoge.

- Yo soy / eres mi amigo.
- Tú eres / eres mi papá.
- Tú soy / eres mi hermana.
- Lupe y Carlos (es / son) mis amigos.
- Mis amigos y yo (son / somos) estudiantes.
- Claudia (es / eres) mi amiga.

40 Unidad 1

Student eBook

Teachers and students can access the student eBook with a click of a mouse! Ideal for interactive white boards or for student use at home. Student eBook includes links to audios, videos, practice book, and additional cultural information.

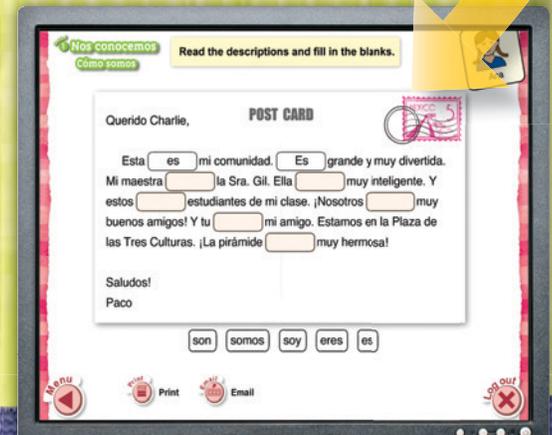


Students "visit" 20 countries throughout K-5:

- Argentina
- Bolivia
- Chile
- Colombia
- Costa Rica
- Cuba
- Dominican Republic
- Ecuador
- El Salvador
- Guatemala
- Honduras
- México
- Nicaragua
- Panamá
- Paraguay
- Perú
- Puerto Rico
- Spain
- Uruguay
- Venezuela

Descubre Online

Students have fun as they practice what they've learned!



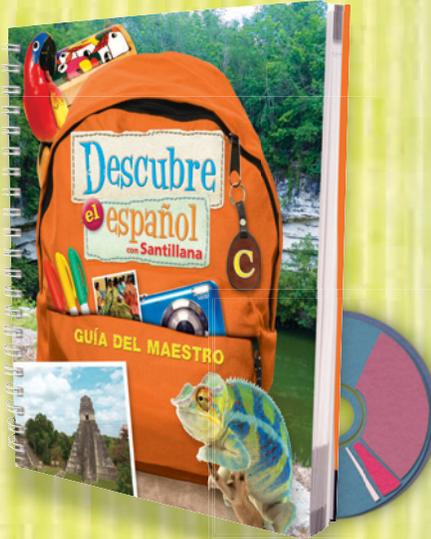
Teacher Resources

Teacher's "Travel Kit" has all the tools to help prepare students for their cultural adventures!

Teacher's Guide

Your step-by-step guide to instruction includes:

- Teacher-friendly weekly plans with flexible pacing for a variety of classroom settings.
- Instructional strategies and teaching techniques to address the needs of beginning students and advanced/heritage speakers.
- Lesson plans that address a variety of cultural vocabulary and skills (comprehension, phonics, sentence structure, and grammar imbedded in language functions).



Integrated Resources!
Point-of-use icons
facilitate lesson planning:



Antología



Audio CD



Biblioteca temática



Cuaderno de práctica



Descubre en video



Descubre Online



eBooks



Evaluaciones



Hojas de actividad



Manual de lenguaje

Video Program

Teacher's Guide Unit Opener

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 350 million more people in the world!

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

La familia

Point to the bottom image on page 10. Tell students that it shows a rural house 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 bottom image on page 11 and explain that it shows part of Chapultepec Park and a popular tourist destination. You may have them point to the capital city on the map and explain that this is where their friends will visit this park and

¿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?

1 Video every week (32 videos for each level) reinforces what has been taught in class and presents language in a fun context!



- A** Unit Objectives
- B** Big Idea
- C** Essential Questions for each week

Teacher's Guide Week 1 Opener

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.

F

Vocabulary

nito/nita	adiós	nos vemos
señor/señora	buenos días	¡qué tal!
señorita	buenas tardes	yo soy...
pirámide	buenas noches	
cierto = falso	¿cómo estás?	
gracias	¡hasta luego	
	¡ola	

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.

G

Activate Prior Knowledge

- 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 the student who turns to the next student and says *hola* and then *adiós* to him or her. Continue until all students have participated.



D

Build Background

- 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.
- Role-Play** Have volunteers form groups of two or four to role-play the dialogue.
 - To say of someone *señora/la señora* [your name]. I'm Mr./Mrs./Ms. _____
- Next, have students look at the incomplete introduction on page 13 and repeat the pattern, to say _____, filling in their name. Have all students in the class introduce themselves individually.

Day 1

Predict

- 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

- 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.
 - Tomás a Anna. Ponla en el cartel. Take Anna. Place her on the poster.
 - Tomás a Charlie. Ponlo en el cartel. Take Charlie. Place him on the poster.

Standards

National Communication: 1.1–1.3
Connections: 3.1

Available Online in eLearning Center

México • Week 1

Explore Cultures

Buenos días, buenas tardes, buenas noches

- Have students turn to page 18 in their books. Call on a volunteer to read the title, *Buenos días, buenas tardes, buenas noches*, and then have the class chorally repeat the title after you.
- Read the direction aloud and have students read along. Then read the three dialogues aloud and have students listen. Read them again and have students repeat after you. You may wish to repeat the procedure while students have their books closed.
- Have volunteers read the direction, *Conversa*. Explain that *buenos días* (good morning), *buenas tardes* (good afternoon), and *buenas noches* (good evening/good night) are also common Spanish greetings—and, in addition, *buenas noches* is used to say goodbye.
- Point out that *señor* (Mr./sir) and *señora* (Mrs./ma'am) are formal forms of address for teachers, parents, and other adults.
- Point to the scene depicting Lisa and her mother, and explain that in most Spanish-speaking countries it is common for family members or close friends to kiss on the cheek when they greet each other or when they say goodbye.

- Multiple Access Strategies**
- Accessing Concepts** Have students point to words and to phrases such as *buenos días*, *buenas tardes*, and *buenas noches*, and ask them to say them back to you.
- Accessing Content/Role-Play** Have pairs of students take turns role-playing all three dialogues from activity A.
- Accessing Critical-Thinking Skills/Role-Play** Have pairs of students create their own dialogues using their names. Have them act out the dialogues in front of the class.
- Meeting Individual Needs**
- Benchmark** You may assist students having minor difficulties pronouncing the letter *n* in *señor* and *señora* by having them pretend that the words are spelled *senyor* and *senyora* as they try saying them again.
- Challenge** Call on volunteers to name two objects in the illustrations, such as *libro* (book) and *pelota* (ball).

E

A. Escucha y repite.

Buenos días, Lisa. / Buenos días, Lisa.

Buenos días, Lisa López. / Buenos días, Lisa López.

Buenos días, mamá. / Buenos días, mamá.

Buenas tardes, Pablo. / Buenas tardes, Pablo.

Buenas tardes, mamá. / Buenas tardes, mamá.

Buenas noches, mamá. / Buenas noches, mamá.

Buenas noches, mamá. / Buenas noches, mamá.

B. Conversa.

Las preguntas varían.

Buenos días / Buenas tardes / Buenas noches

señor / señora

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

Repasa

- los saludos y las despedidas

Aplica

- Saluda a un niño.
- Saluda a una niña.
- Despédete de la señora López.

A escribir

Tema: Mi familia

PLANIFICA

Review and Apply

- Have students turn to page 19. Read the topic under *Repasa* and review with students new concepts and vocabulary learned throughout the week. Slain through previous pages and use *Tarjetas fotográficas* and items from the Manipulatives Kit as necessary.
- Informal Assessment**
- For the *Aplica* activity, read the three commands and have individual students stand up and perform one command each.
- When you say *Saluda a un niño* (Greet a boy), the student should stand up and greet a boy, following the model *¡Hola! Yo soy... (Hello! My name is ...) or Buenas tardes, yo soy... (Good afternoon, my name is ...)*
- When you say *Saluda a una niña* (Greet a girl), the student should stand up and greet a girl. Then choose a girl and have her pretend that she is señora López. Explain *Despédete de*. Have students practice *despedirse* de using *adiós* (goodbye), *hasta luego* (see you later), and *nos vemos* (I'll see you).

Day 4

- Be sure that all students participate, and evaluate students' performance.
- Revisit the Essential Question for the week and ask students to answer it using concepts and vocabulary learned during the week.
- Have students open their *Cuaderno de práctica* to page 7. 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.

Culminating Activities

- Writing Process** Students plan what they are going to write by drawing, developing ideas, and organizing their drawings and ideas.
- Have students repeat the activity title *¡A escribir!* after you. Then have the class read the line *Tema: Mi familia*. Explain to students that in the next few weeks, they will prepare illustrated stories about their families.
- Briefly mention the four stages of the writing process. Explain that this week they are at the *Planifica* stage. Discuss the meaning of the stage and ask students to draw a picture of themselves and all their family members on a sheet of paper.
- Album de recuerdos**
- Explain to students that Anna and Charlie are keeping a scrapbook containing pictures and items they collect of the places they visit. They call it *El álbum de recuerdos de Anna y Charlie* (Anna and Charlie's scrapbook).
- Tell students that they will create their own *álbum de recuerdos* as they accompany Anna and Charlie on their travels. They distribute *Hoja de actividades 12*, and hand out the blank scrapbooks. Have students label the cover *Mi álbum de recuerdos*. This can be a home connection activity.
- Explain to students that, to start, they need to draw themselves greeting Tomás. Then they have to cut out the speech bubbles and glue them where they belong in the drawing. When finished, have students glue their records inside their *álbum*.

M

18 | Unit 1

Nos conocemos | 19

Teacher's Guide Week 1, Day 4

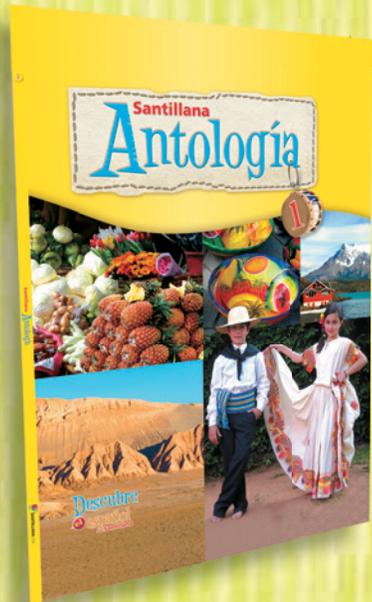
- D Integration of the 5 Cs
- E Point-of-use icons
- F Language functions and vocabulary
- G Activation of students' prior knowledge
- H Prediction activities
- I Standards for Foreign Language Learning in the 21st Century
- J Differentiated instruction strategies
- K Extension activities
- L Review and Apply including informal assessment activities
- M Culminating Activities: writing process and a hands-on project

Photo-card Kit includes 300 full-color, laminated photo cards.



Heritage Speakers

Motivate more advanced students and heritage speakers with authentic, leveled reading selections.



Student Anthology

Great for advanced FLES students and/or heritage speakers who are at different levels of proficiency in their home language. Each anthology includes a collection of leveled stories from different genres and reading comprehension, vocabulary, spelling, and writing activities.

Pre- and post-reading activities

Helps develop literacy skills: Vocabulary, phonics, reading fluency, reading comprehension, spelling and writing.

Anthology Teacher Annotated Edition

4 Los animales
Descubre Costa Rica

Discuss with students the rain forest and the animals that live in it. Then help them read and answer these questions.

Antes de leer
¿Qué sabes de la selva tropical?
What do you know about the rain forest?
¿Qué animales viven allí?
What animals live there?
¿Qué hacen el guacamayo y la ranita?
What are the macaw and the little frog doing?

La fábula del guacamayo y la ranita
Loda Krasly

Have students read the selection. In order to help with comprehension, you may want to use reading strategies, such as active reading, note and summarize, and so on. Point out that the highlighted words are defined in the end glossary. Help students with unfamiliar words and structures, and guide them to decide verbs and verb tenses, as necessary.

Un día, un guacamayo **discute** con una ranita. Él dice:
—Yo soy más bonito que tú. Soy rojo como las flores.
La ranita dice:
—No. Yo soy más bonita que tú. Soy verde como las hojas.
—Yo tomo el **néctar** de las flores —dice el guacamayo—. Tú comes insectos.
—Yo sé saltar —dice la rana.
—Yo sé volar —dice el guacamayo.
— ¡Paren de discutir! —dice la lechuza—, ¡no puedo **dormir**!

Beginner

Anthology eBook

CONTENIDOS GLOSARIO ACTIVIDADES AYUDA

Un baile de Nicaragua
Loda Krasly

Antes de leer
¿Dónde te gusta bailar?
¿Que música te gusta bailar?
¿Cómo bailas esa música?

A Roberto y a sus amigos les gusta **bailar**. Ellos bailan un baile muy divertido de Nicaragua. Se llama el Baile del **Zopilote**. Los niños bailan el Baile del Zopilote en el festival.

En el baile, Roberto y su amigo Pepe imaginan que son grandes pájaros negros. Ellos visten pantalón negro y camiseta negra. En la cara llevan una máscara de zopilote.

Rita y Bea visten un vestido típico. El vestido es anaranjado con cintas. Unas cintas son negras y otras son anaranjadas. ¡Es un vestido muy bonito!

12 Unidad 2 • Descubre Nicaragua

Comprendo lo que leí

1. ¿Qué hacen el guacamayo y la ranita?
a. juegan
b. discuten
c. saltan

2. ¿Quién toma el néctar de las flores?
a. la lechuza
b. la ranita
c. el guacamayo

3. ¿Qué animal es del color de las hojas?
a. la lechuza
b. la ranita
c. el guacamayo

4. Si el guacamayo sale a tomar néctar de día, ¿qué hace de noche? *Critical Thinking*
a. come insectos
b. duerme
c. salta

5. ¿Por qué la lechuza quiere que el guacamayo y la ranita paren de discutir? *Porque no puede dormir.*

Discuss the selection with students. Then help them read and complete the activities on a separate sheet of paper.

Beginner

Phonics and Literacy

Phonics Kit

- Interactive Phonics resources ideal for beginning students.
- Syllabic Readers Collection (10 Big Books and 10 Little Books)
- Diphthongs and Blends Readers (12 Readers)
- Games and flashcards motivate students to produce and share language!
- Alphabet Game
- Syllabic Game
- Alphabet Picture Cards
- Alphabet Flash Cards



Ideal for students of all proficiency levels

Thematic Library

(print or online)

24 leveled readers tied to unit themes help students build literacy skills as they master the target language.

- 8 readers for **beginning students**
- 8 readers for **intermediate students**
- 8 readers for **advanced students and heritage speakers**



SEE INSIDE!

Log on to
www.descubreElEspanol.com/teacherresources

Assessment

Evaluates student progress in all skill areas: listening, speaking, reading, and writing.

¡Hola, yo soy Amy!

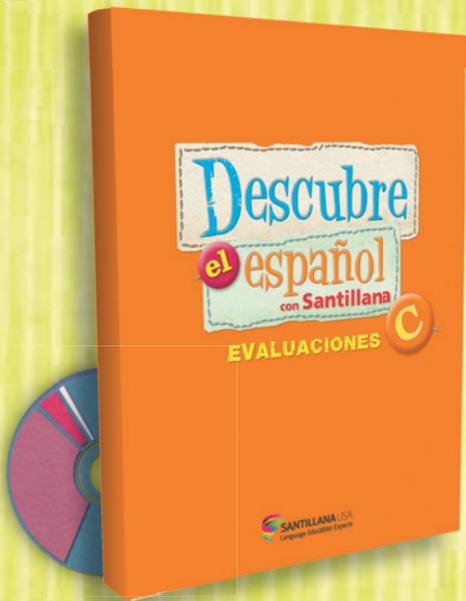
¡Hola, yo soy John!



¡Viaja con nosotros!

Helps track student progress through a variety of assessments:

- Pre- and post-assessments
- Summative end-of-unit assessments
- Formative ongoing assessments



End-of-unit Assessment

A leer

Nombre _____

B. Escoge la palabra que completa la oración.

Ejemplo



La ciudad es _____.
a. grande
b. buenos
c. inteligente
d. sabrosa

1.



Mi amigo es _____.
a. tímida
b. deliciosa
c. alegre
d. pirámide

2.



La comida es _____.
a. divertido
b. deliciosa
c. plaza
d. inteligente

3.



La plaza es _____.
a. delicioso
b. fiesta
c. amigo
d. pequeña

Unidad 1 Nos conocemos 27

End-of-unit Assessment

A escuchar

Nombre _____

A. Escucha y escoge.

Ejemplo



1.



2.



3.



4.



A conversar

Administer this assessment individually. See the Rubrics section for scoring instructions. Use the Student Speech Record in the forms section to record all responses.

A. Direct the student's attention to the image on page 22 of the Student Book. Use the image to elicit a verbal response. Repeat instructions and example as needed. Assist students as necessary.

Identifica y contesta sí o no. Vamos a hacer el ejemplo. Point to the piñata. ¿Es una piñata? Sí o no.

Be sure student says sí.

1. Point to the grandmother. ¿Es el papá? Sí o no. Answer: no
2. Point to the mother. ¿Es una señora? Sí o no. Answer: sí
3. Point to a boy. ¿Es una niña? Sí o no. Answer: no

(If student is not able to answer at least one item in Section A, stop and do not present Section B.)

B. Direct the student's attention to the image on page 22 of the Student Book. Ask the student to name the object. If the student gives a response in English, ask to say it in Spanish. The use of the article in Spanish is optional. Repeat instructions and example as needed. Assist students as necessary.

Vamos a hacer el ejemplo. Point to the cake. ¿Qué es?

Be sure student says (el/un) pastel.

1. Point to the grandfather. ¿Quién es? Answer: (el/un) abuelo
2. Point to the food. ¿Qué es? Answer: (la/una) comida
3. Point to the party. ¿Qué es? Answer: (la/una) fiesta

(If student is not able to answer at least one item in Section B, stop and do not present Section C.)

C. Ask the student for a verbal response. If the student gives a response in English or a plausible but incomplete or incorrect response, rephrase the question or ask the student for alternate responses. Assist students as necessary.

Respuesta:

1. ¿Cómo te llamas?
2. Saluda a un niño o a una niña.
3. Despidete de un amigo.

Answers will vary; use scoring rubric.

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End-of-unit Assessment

A escribir

Nombre _____

A. Completa. Escribe una vocal.

Ejemplo



o jo

1.



__buela

2.



__mán

3.



__strella

4.



__vas

Unidad 1 Nos conocemos 29

Online assessment
now available.
Scoring, tracking progress,
and report generation
are just a click away!

eLearning Center schoolology

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Student eBook



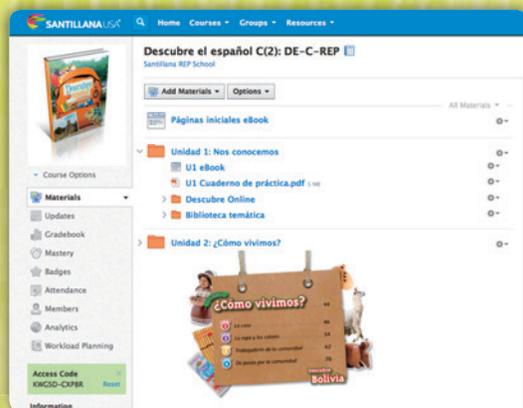
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Anthology eBook



eLearning Center

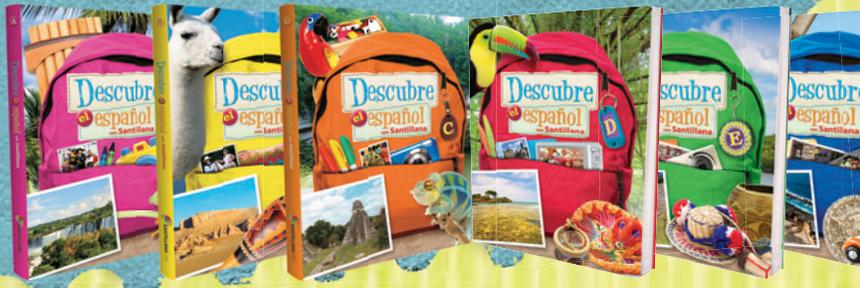
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One convenient site provides access to all teaching resources plus student resources:

- Teacher's Guide
- Online Assessment and Reporting
- Blackline Master
- Practice Book Annotated Edition
- Assessment System
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Scope and Sequence K-5

Unit 1 at each student book begins as a unit zero (assuming students enter the program with zero knowledge of Spanish) and the remaining units are sequential, spiraling within the grade level. Each level of the program moves at a faster pace, allowing for the recycling and expansion of acquired vocabulary and skills. Also, the cultural perspective of the material changes from level to level, so students who are in a second or third year of FLES will be able to recycle and master previously-learned vocabulary, while still being exposed to new vocabulary and cultural perspectives.



Vocabulary and Comprehension, Communication, and Cultures

Students will:	A	B	C	D	E	F
learn and practice greetings and goodbyes.	●	●	●	●	●	●
identify themselves and others.	●	●	●	●	●	●
recognize the sequence of events in a story.	●	●	●	●	●	●
learn and name articles of clothing and colors.	●	●	●	●	●	●
say what colors they like and what clothing items they like.	●	●	●	●	●	●
recognize the main idea and details in a story.	●	●	●	●	●	●
identify and say what schoolyard games children play.	●	●	●	●	●	●
learn to say what they do during recess.	●	●	●	●	●	●
recognize the sequence of events in a story.	●	●	●	●	●	●
learn the Spanish words for pets and the sounds pets make.	●	●	●	●	●	●
identify and describe pets' body parts.	●	●	●	●	●	●
compare and contrast dogs and cats and their body parts.	●	●	●	●	●	●
name and count parts of the face and body.	●	●	●	●	●	●
say what they like to see and hear.	●	●	●	●	●	●
identify the author's purpose in a reading.	●	●	●	●	●	●
identify and describe various means of transportation.	●	●	●	●	●	●
say how people travel.	●	●	●	●	●	●
identify the author's point of view in a reading.	●	●	●	●	●	●
explain how the Panama Canal works.	●	●	●	●	●	●
make predictions and retell events.	●	●	●	●	●	●
identify cause and effect in a reading.	●	●	●	●	●	●
say how old they will be and use courtesy phrases at a birthday party.	●	●	●	●	●	●
talk about birthday party supplies.	●	●	●	●	●	●
make inferences in a reading.	●	●	●	●	●	●
introduce themselves to others.	●	●	●	●	●	●
name types of homes in Spanish.	●	●	●	●	●	●
identify rooms in a house.	●	●	●	●	●	●
distinguish between true and false statements about a story.	●	●	●	●	●	●
identify and count school supplies.	●	●	●	●	●	●
identify the days of the week in Spanish.	●	●	●	●	●	●
explain activities conducted on different days of the week.	●	●	●	●	●	●
describe and compare animals by size and by color.	●	●	●	●	●	●
describe facial features.	●	●	●	●	●	●
use sequence words to tell the order of events.	●	●	●	●	●	●
describe how people use different means of transportation.	●	●	●	●	●	●
identify and name some occupations.	●	●	●	●	●	●
express what profession they would like to have in the future.	●	●	●	●	●	●
explain activities conducted on different days of the week.	●	●	●	●	●	●
identify where people are in a house.	●	●	●	●	●	●
discuss what they are learning in school.	●	●	●	●	●	●
recognize and describe some animals from Ecuador.	●	●	●	●	●	●
explain how they groom themselves and get dressed.	●	●	●	●	●	●
describe how they take care of their body.	●	●	●	●	●	●
learn time words such as ayer (yesterday), hoy (today), and mañana (tomorrow).	●	●	●	●	●	●
name some electronic devices.	●	●	●	●	●	●
describe how these electronic devices are used.	●	●	●	●	●	●
explain how families celebrate coming-of-age ceremonies.	●	●	●	●	●	●
learn to describe where they live.	●	●	●	●	●	●
locate and describe neighborhoods and homes.	●	●	●	●	●	●
learn about hobbies and say whether they enjoy them or not.	●	●	●	●	●	●
recognize and use antonyms.	●	●	●	●	●	●



Vocabulary and Comprehension, Communication, and Cultures

Students will:	A	B	C	D	E	F
talk about what they eat and drink in the present and past tenses.				●	●	●
learn geographic directions (North, South, East, West).				●	●	●
draw conclusions from a story.				●	●	●
recognize facts and opinions.					●	●
learn about the Northern and Southern Hemispheres.					●	●
identify the names of several professions.					●	●
learn what jobs people have in the theater.					●	●
summarize a text.					●	●
describe some popular celebrations in Spain.					●	●
appropriately use formal terms of address.						●
discuss U.S. and Puerto Rican national symbols.						●
identify and describe foods.						●
discuss new technology in México.						●
identify and use Mexican idioms.						●
describe how national holidays are celebrated.						●

Vocabulary and Phonics, Communication, and Connections

Students will:	A	B	C	D	E	F
learn and name family members.	●	●	●	●	●	●
introduce family members.	●	●	●	●	●	●
recognize the a vowel sound.	●	●	●	●	●	●
learn to say where they are from.	●	●	●	●	●	●
name and describe buildings and houses in a city.	●	●	●	●	●	●
recognize the o vowel sound.	●	●	●	●	●	●
practice singular and plural nouns.	●	●	●	●	●	●
learn and name school places.	●	●	●	●	●	●
say what they can find in a library.	●	●	●	●	●	●
recognize the vowels a, e, i, o, u.	●	●	●	●	●	●
identify and name farm animals.	●	●	●	●	●	●
describe farm animals and name their body parts.	●	●	●	●	●	●
recognize the letter m.	●	●	●	●	●	●
name different foods.	●	●	●	●	●	●
say what they like and do not like to eat and drink.	●	●	●	●	●	●
recognize the letter p.	●	●	●	●	●	●
say what the weather is like today.	●	●	●	●	●	●
say what the weather was like yesterday and what it will be like tomorrow.	●	●	●	●	●	●
recognize the letter t.	●	●	●	●	●	●
say what profession or occupation someone has and where he or she works.	●	●	●	●	●	●
recognize the letter l.	●	●	●	●	●	●

say what they eat and drink at a birthday party.	●	●	●	●	●	●
recognize the letter s.	●	●	●	●	●	●
ask another person his or her name.		●	●	●	●	●
name some food items.		●	●	●	●	●
state likes and dislikes.		●	●	●	●	●
count from one to three.		●	●	●	●	●
identify games played in school.		●	●	●	●	●
compare games played with those played by Chilean children.		●	●	●	●	●
recognize the sounds of l, m, and p in Spanish.		●	●	●	●	●
name different types of pet homes.		●	●	●	●	●
read and interpret a pictograph.		●	●	●	●	●
recognize the sounds of j and r in Spanish.		●	●	●	●	●
use expressions to convey comfort, pain, and discomfort.		●	●	●	●	●
recognize the sounds of b and d in Spanish.		●	●	●	●	●
identify the months of the year.		●	●	●	●	●
identify the sounds of the letters n and ñ.		●	●	●	●	●
describe actions performed by people at their jobs.		●	●	●	●	●
compare the sounds of the letters c and q.		●	●	●	●	●
identify the sounds of ch and ll.		●	●	●	●	●
discuss what school rules students must follow.				●	●	●
recognize words with the letters ca, co, and cu.				●	●	●
learn how to segment and combine syllables.				●	●	●
name the five senses.				●	●	●
describe what the five senses help them do.				●	●	●
learn the prefix des- and the suffix -oso.				●	●	●
describe how things look, smell, feel, taste, or sound.				●	●	●
learn how to decode words with the prefix des- and the suffix -mente.				●	●	●
describe relative speed or slowness by using más rápido que and más lento que.				●	●	●
explain how some electronic devices are used.				●	●	●
describe some Día de los Muertos traditions in Guatemala.				●	●	●
learn the pronunciation and use of the letters r, rr, and q.					●	●
learn to pronounce the letters g and j in Spanish, and when to use each one.					●	●
review and practice time order words and expressions					●	●
learn words with c, s, and z.					●	●
learn to name desserts and their flavors.					●	●
learn the pronunciation and use of ll and y in Spanish.					●	●

learn to recognize homophones and to decode them in context.				●	●	●
learn words that begin with v and b.				●	●	●
review syllables and learn diphthongs.				●	●	●
name inventions and talk about technology.				●	●	●
review the pronunciation of güe and güi, and the use of the dieresis.				●	●	●
learn about science cognates.				●	●	
learn how to count money and how to shop.				●	●	
use math to take measurements.				●	●	
learn about ecosystems.				●	●	
discuss nutrition and the food pyramid.				●	●	
identify words that contain letters with similar sounds, such as ll and y; c, s, and z.				●	●	
identify and describe endangered species from Puerto Rico.						●
follow recipe directions.						●
recognize and correctly pronounce strong and weak vowels.						●
explain what the equator is.						●

recognize declarative, interrogative, and exclamatory sentences.	●	●	●	●	●
count up to 12 in Spanish.	●	●	●	●	●
tell the time on the hour in Spanish.	●	●	●	●	●
differentiate between activities done in the morning and the afternoon.	●	●	●	●	●
recognize prepositional phrases.	●	●	●	●	●
compare the movements of domestic and wild animals.	●	●	●	●	●
create sentences using correct capitalization and punctuation.	●	●	●	●	●
name different types of sports and exercises.	●	●	●	●	●
use action words related to exercising.	●	●	●	●	●
recognize prepositional phrases.	●	●	●	●	●
explain how plants change through the seasons.	●	●	●	●	●
describe different activities people do during the seasons.	●	●	●	●	●
use prepositions and prepositional phrases appropriately.	●	●	●	●	●
identify tools used by different professionals.	●	●	●	●	●
explain how some work tools are used.	●	●	●	●	●
use the definite articles el and la appropriately.	●	●	●	●	●
identify workers in their community.		●	●	●	●
identify where these workers work.		●	●	●	●
discuss what they do on certain days of the week.		●	●	●	●
discuss what they should eat to stay healthy.		●	●	●	●
learn and practice punctuation marks.		●	●	●	●
use me gusta/no me gusta to express likes and dislikes.		●	●	●	●
describe what they do to celebrate Independence Day.		●	●	●	●
use Yo voy a (+ verb) to describe what they are going to do.		●	●	●	●
learn to recognize and practice the correct use of abbreviations.				●	●
learn about different cultural activities and hobbies.				●	●
learn and recognize cognates.				●	●
recognize and identify parts of a sentence.				●	●
recognize and use words that tell "when."				●	●
review subjects and predicates.				●	●
learn and review verbs in the past tense.				●	●
learn about compound sentences.				●	●
compare ways Mexicans and Americans celebrate their Independence Day.				●	●
be able to ask and give directions.				●	●
compare and contrast a park in México with one in their community.				●	●
use and apply conjunctions.				●	●

Vocabulary and Structure, Communication, and Comparisons

Students will:	A	B	C	D	E	F
learn and practice ways of introducing friends.	●	●	●	●	●	●
learn and name the parts of a house and say if they live in a house or an apartment.	●	●	●	●	●	●
learn and practice describing words.	●	●	●	●	●	●
identify and practice singular and plural nouns.	●	●	●	●	●	●
learn and use action words to say how animals move.	●	●	●	●	●	●
say whether animals are slow or fast	●	●	●	●	●	●
identify eating utensils.	●	●	●	●	●	●
use the numbers 1–10 to say how many objects there are.	●	●	●	●	●	●
say what they want and do not want to eat.	●	●	●	●	●	●
identify the four seasons.	●	●	●	●	●	●
say what the weather is like during each season.	●	●	●	●	●	●
say what clothes they wear during each season.	●	●	●	●	●	●
identify words for entering and leaving a place.	●	●	●	●	●	●
describe in terms of size and speed.	●	●	●	●	●	●
say what children do at birthday parties.	●	●	●	●	●	●
identify and use pronouns.	●	●	●	●	●	●
compare games they play at birthday parties.	●	●	●	●	●	●
capitalize the first word of sentences and names of people.		●	●	●	●	●
use periods and question marks appropriately.		●	●	●	●	●
describe articles of clothing using adjectives		●	●	●	●	●

discuss celebrations using present, past, and future tense verbs.					●	●
indicate how parts of the body are used.						●
describe ailments and injuries.						●

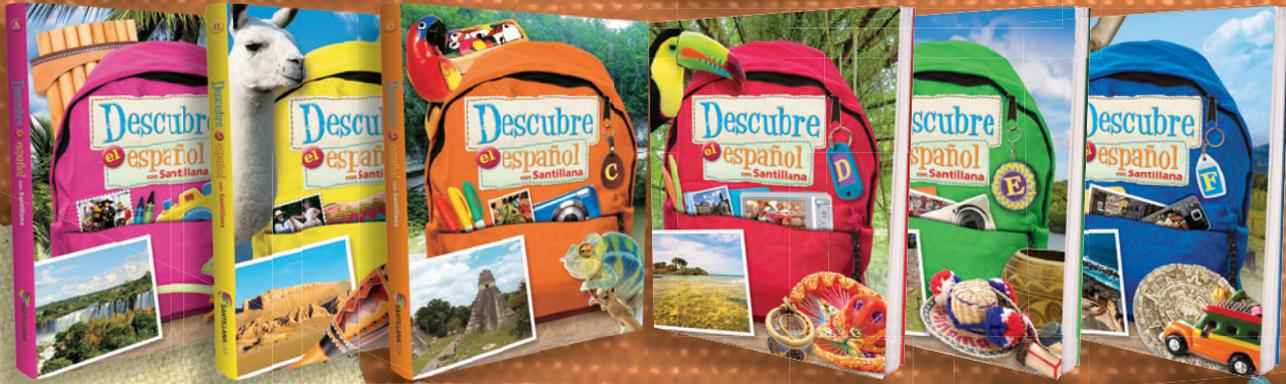
Vocabulary and Language Functions, Communication, and Communities

Students will:	A	B	C	D	E	F
learn words for community places.	●	●	●	●	●	●
learn to say where people buy food and bread in a community.	●	●	●	●	●	●
use pronouns to say where someone is located.	●	●	●	●	●	●
learn to say where it hurts.	●	●	●	●	●	●
express how they are feeling.	●	●	●	●	●	●
use singular and plural to identify body parts.	●	●	●	●	●	●
identify recyclable materials.	●	●	●	●	●	●
say what materials they recycle and where they put them.	●	●	●	●	●	●
say what presents children receive on birthdays.	●	●	●	●	●	●
use singular and plural to describe birthday presents.	●	●	●	●	●	●
learn about thank-you notes.		●	●	●	●	●
identify different forms of media by reading an email.		●	●	●	●	●
describe people and events.		●	●	●	●	●
use and apply present-tense forms of the verb ser.		●	●	●	●	●
identify different forms of media by looking at a GPS map.		●	●	●	●	●
describe objects by using adjectives for size and length.		●	●	●	●	●
indicate where someone is located using the verb estar.		●	●	●	●	●
recognize different forms of media by looking at a class schedule on a Web site.		●	●	●	●	●
indicate possession using present-tense forms of tener.		●	●	●	●	●
recognize different forms of entertainment by looking at a video game.		●	●	●	●	●
demonstrate understanding of present tense forms of tener and ser.		●	●	●	●	●
state what foods they like and dislike using the verb gustar.		●	●	●	●	●
describe the appearance, flavor, and smell of food.		●	●	●	●	●
describe events that are going to happen in the future.		●	●	●	●	●
identify places where professionals work.		●	●	●	●	●
describe professionals in their communities.		●	●	●	●	●
use and apply the present-tense forms of the verb trabajar.		●	●	●	●	●
name several traditional Cuban musical instruments.		●	●	●	●	●

identify different forms of media by reading an email.	●	●	●	●		
identify where places are in a community by studying a map.	●	●	●	●		
use and apply present-tense forms of the verbs ir (to go) and estar (to be).	●	●	●	●		
learn to ask and tell what time it is.	●	●	●	●		
describe schedules.	●	●	●	●		
use and apply present-tense forms of the construction ir a + infinitive ("to be going to").	●	●	●	●		
learn how to use adverbs.	●	●	●	●		
use and apply present-tense forms of the verb moverse.	●	●	●	●		
practice the present-tense forms of the verbs cuidar and lavar.	●	●	●	●		
use me duele to describe what hurts.	●	●	●	●		
use era and eran to say how something or some things used to be.	●	●	●	●		
use and apply the present-tense forms of the verb hacer.	●	●	●	●		
use and apply present-, past-, and future-tense forms of the verb celebrar.	●	●	●	●		
describe a holiday in the Hispanic world and one in their community.	●	●	●	●		
learn the irregular verb volar (to fly) in the present-tense.				●	●	●
learn the past-tense of the verbs comer and aprender.				●	●	●
learn the conjugation of the irregular verb ir (to go) in the past-tense.				●	●	●
learn the future tense of the verb trabajar.				●	●	●
practice and review past-, present-, and future- tenses.				●	●	●
use the present-tense forms of venir and of the stem-changing verb jugar.					●	●
read and write an email.					●	●
use and apply forms of the verb doler.					●	●
use and apply present- and past-tense forms of the verb atender.					●	●
apply correct noun-adjective agreement.					●	●
discuss classroom rules.						●
identify, describe, and discuss games.						●
explain the importance of keeping the environment healthy.						●
identify and describe traditions.						●

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- Student eBook
- Anthology eBook
- Thematic Readers
- @ Descubre Online: Online games and activities

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