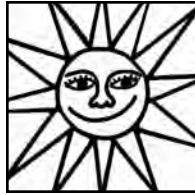


SONRISAS SPANISH

A PRESCHOOL AND ELEMENTARY SPANISH CURRICULUM



LEVEL III

BLUE AND BROOKS LINDNER

Sonrisas Spanish

A Preschool and Elementary Spanish Curriculum
Level III

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Dear Sonrisas Customer,

Thank you for purchasing the Sonrisas Spanish Curriculum. At Sonrisas Spanish, our mission is to create fun, effective, standards-based curricula for preschool, elementary, and middle school Spanish.

We recommend that you sign up for one of our monthly training sessions. The training will tell you exactly how to use the curriculum and will ensure effective implementation of the lessons.

We encourage you to join the Sonrisas community:

- Sign up for our newsletter—it is free, comes once a month, and includes practical tips on how to teach Spanish to children—as well as new product information.
- Like us on Facebook.
- Our Pinterest site provides online support by giving students access to the images that support the lessons in the Sonrisas Cultural Curriculum.
- You can find links for doing this on our website: **Sonrisasspanish.com**

You can find the storybooks for the lessons on our website. Purchasing one of our storybook sets is an excellent way to instantly create an incredibly rich and diverse Spanish library. The storybooks can also be purchased individually in the Sonrisas bookstore.

At Sonrisas Spanish, we're committed to providing excellent customer service. If you ever have any questions about your curriculum, do not hesitate to contact us. We'd be happy to help.

We wish you all the best in your teaching endeavors.

Saludos,

Blue and Brooks Lindner
Sonrisas Spanish

Table of Contents

Preface	6
Part I: The Methodologies Behind Sonrisas Level III	7
Using Culture, TPR, Grammar, TPR Storytelling® and Communication Strategies	8
Using the World-Readiness Standards for Language Learning	11
Part 2: Using Sonrisas Level III Curriculum	15
Best Practices for Using the Sonrisas Spanish Curriculum	16
How to Teach Sonrisas Level III	21
How to Use the Sonrisas Level III Lesson Plans	32
Procedure for Calendar Activities	35
Part 3: Sonrisas Level III Lesson Plans	41
Unit 1: <i>La primaria en México</i>	42
Culture Introduction: <i>La primaria en México</i>	43
Grammar Lesson: Subject Pronouns	45
TPRS Story	47
Communication Strategy: Using Cognates	66
Partner Time	67
Unit 2: <i>Mitos en el mundo hispanohablante</i>	69
Culture Introduction: <i>Mitos en el mundo hispanohablante</i>	71
Grammar Lesson: Present Tense of Regular <i>-ar</i> Verbs	73
TPRS Story	75
Communication Strategy: Asking for Clarification	94
Partner Time	95
Unit 3: <i>El coquí y Puerto Rico</i>	97
Culture Introduction: <i>El coquí y Puerto Rico</i>	99
Grammar Lesson: <i>Ser</i> and <i>Estar</i>	101
TPRS Story	103
Communication Strategy: Getting Meaning from Context	123
Partner Time	124
Unit 4: <i>La siesta</i>	126
Culture Introduction: <i>La siesta</i>	128
Grammar Lesson: The Present Tense of Regular <i>-er</i> and <i>-ir</i> Verbs	130

TPRS Story	132
Communication Strategy: Using Circumlocution	150
Partner Time	151
Unit 5: <i>El carnaval</i>	153
Culture Introduction: <i>El Carnaval de Barranquilla</i>	155
Grammar Lesson: Asking Questions in Spanish	157
TPRS Story	159
Communication Strategy: Nonverbal Communication	179
Partner Time	180
Unit 6: <i>Los orígenes de la comida mexicana</i>	182
Culture Introduction: <i>Los orígenes de la comida mexicana</i>	184
Grammar Lesson: Using Adjectives	186
TPRS Story	188
Communication Strategy: Guessing Intelligently	208
Partner Time	209
Unit 7: <i>La familia en la cultura latina</i>	211
Culture Introduction: <i>La familia en la cultura latina</i>	213
Grammar Lesson: The Present Tense of <i>Ir</i>	215
TPRS Story	216
Communication Strategy: Humor, Patience, and Tenacity	236
Partner Time	237
Sonrisas Level III Scope and Sequence	239
Notes	242
Bibliography	243



“Through the inner flexibility of their speech organ, the children find their way to a flexibility of soul and an openness that has an effect on their entire later life and especially on their social abilities. The foreign language lesson is suited like practically no other lesson to encourage openness and awaken interest for what is foreign to oneself—and in our time of widespread racism and social conflict on both a small and large scale, this is a pedagogical mission of the first order.”¹

– Rudolph Steiner

Acquire, Develop, Learn—Why Your Students Are Ready for Level III

Acquire, develop, learn: This is the progression of language development that students experience using the Sonrisas Spanish Curriculum. In Sonrisas Level I, students acquire Spanish naturally—as they would their first language—through age-appropriate activities in the Sonrisas lesson structure of Circle Time, Story Time, and Art Time. In Sonrisas Level II, students develop the language they have acquired in Level I through the use of more complex language structures and vocabulary and by practicing the three modes of communication—interpretive, interpersonal, and presentational. In Sonrisas Level III, students begin to explicitly learn grammar, cultural perspectives, and communication strategies through more formal instruction and practice.

Your students are ready for this! Sonrisas Level I and Level II have provided them with a strong foundation of Spanish language usage and cultural awareness and an inherent understanding of many grammatical concepts. Now they are ready to begin learning the “how?” and “why?” of the Spanish language. Why does the ending of a verb change depending on the subject? How are the products and practices of another culture similar or different than mine? How do I communicate when I don’t have full comprehension of what’s being said or what I’m reading? Developmentally, students are ready to begin learning these concepts and integrating them into their use of Spanish.

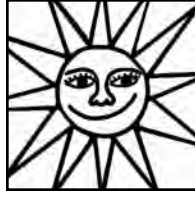
This is not to say that formal grammar, culture, and communication strategy instruction is the sole focus of Sonrisas Level III. The goal of the lessons and activities in Level III is communication, and the formal instruction that occurs can be seen as one means to successful communication. The curriculum is still focused on engaging students in the interpretive, interpersonal, and presentational modes of communication, which gives them ample opportunity to use Spanish in practical, fun, and age-appropriate contexts.

By introducing more formal instruction while students are in elementary and middle school, we set them up for success when they progress to more traditional language classes in high school and beyond. In addition, it allows students to become proficient in the language. Students who possess grammatical knowledge, cultural understanding, and communication strategies will be able to communicate effectively and interact with cultural competence. It is after students have acquired and developed Spanish in the early grades that they are ready to take the next step toward Spanish language proficiency. Level III allows students to take that step, setting them on the path to becoming globally literate citizens.

Part One



The Methodologies Behind Sonrisas Level III



Using Culture, TPR, Grammar, TPR Storytelling, and Communication Strategies

In the following pages we'll describe each of the methodologies and techniques that have influenced the development of the Sonrisas Level III curriculum.

Culture

Developing an awareness of other people's worldviews and the rituals and patterns of behavior that characterize their lives has become increasingly important in world language education.² To that end, Sonrisas Level III makes culture a fundamental part of students' language-learning experience. Each unit focuses on a different cultural theme and begins by introducing the theme and generating a discussion about it, which helps students develop cultural awareness and increases their ability to function appropriately in diverse cultural and linguistic contexts. This personal exploration of culture enables students to develop cross-cultural understanding and respect while also helping them reflect on their own cultures in ways they may not have considered previously.³

After the Culture Introduction in each unit, students learn vocabulary and language structures that enable them to investigate, explain, and reflect on the cultural perspectives and products that have been introduced. The cultural theme is woven into different activities throughout the unit so that it is consistently connected to the language that students learn. As students ask questions about cultural products and practices, the lesson activities provide the language they need to explore those questions.⁴ Each unit culminates in a Partner Time activity that integrates the cultural theme with the language and grammar taught in that unit.

TPR

Total Physical Response (TPR) is an ESL methodology developed by Dr. James J. Asher in the late 1960s. The TPR approach to world language acquisition models the way children learn their first language. Parents begin having conversations with their infants right after birth. A baby smiles and an adult says, "What a beautiful smile you have." An adult shakes a rattle, hands a baby the rattle, and says, "Now you shake it." Dr. Asher calls these interactions "language-body conversations." Although not yet talking, the child is imprinting a linguistic map of how language works, silently internalizing the patterns and sounds of language. When the child has decoded enough of the language, she begins to speak. Gradually, her words begin to approximate the language of her parents.⁵

Gestures are a critical facet of the TPR approach. In the classroom, TPR is played out by saying an action word or phrase and demonstrating that word or phrase simultaneously. The teacher says, "Touch your head," as she touches her head. Then students repeat the phrase as they perform the action just as the teacher did. In this way, students are asked, through gesture, to respond physically to commands such as "sit down," "stand up," "hop," "march," "clap," etc.⁶

The beauty of using TPR in world language acquisition is that comprehension happens without the use of translation. Comprehension can be, and should be, expressed through gestures. Another important benefit of TPR is that it engages children kinesthetically, bringing the language into their young bodies. This experience is fun and essential to students' success in acquiring language.

Grammar

The explicit teaching of grammar in Sonrisas Level III is a departure from the lessons in Sonrisas Level I and Level II. Grammar is the set of language rules that govern a language and that one uses to create meaningful communication. Grammar can be thought of as part of the language system—the elements that make up the formal structure of any given language such as the alphabet, phonics, vocabulary, and verb conjugations. There has been a shift in language education from teaching these elements in isolation to using them in terms of the meanings they convey. In Sonrisas Level III, grammar is not the sole focus of the unit, but rather it becomes a means for successful communication.⁷

In Sonrisas Level I and Level II, there is no explicit grammar instruction. In the earlier levels, students acquire and develop their Spanish skills by engaging in lots of fun activities ideally suited for young learners. After this development and acquisition time, they are now ready to begin explicitly learning the rules and structures of grammar.

Grammar is introduced in each unit with a grammar lesson that is focused on one grammar concept. You'll first review the lesson, explaining the grammar concept and answering any questions. Then you'll lead students in an informal, oral practice of the grammar concept. Students then have the opportunity to practice the grammar concept further with a grammar exercise in the Student Portfolio. In the Partner Time activity, students use the grammar concepts they have learned in all three modes of communication—interpretive, interpersonal, and presentational.

The grammar concept is reinforced throughout the unit in the TPRS Story, the *Lectura*, and the Partner Time activity. The objective is not for students to learn grammar in isolation, but rather for them to apply the grammar concept to the activities throughout the unit and to use the grammar to communicate in Spanish.

TPR Storytelling

TPR Storytelling® (TPRS) is a method of teaching languages that was developed by Blaine Ray, a Spanish teacher in California. In a nutshell, it's a way of teaching language holistically without having to teach grammar rules. The method requires the teacher to lead students through a process of telling a story, in the target language, which the students actually create by adding their own details to the story. (This is a process called "asking" the story). The method occurs in three steps: students are first pre-taught vocabulary structures that are used in the story in order to establish comprehensible input; then, students create the story by adding their own details; and finally, they perform a reading and translation that incorporate the language structures from the story.

TPRS is a highly effective language-learning method because:

- It provides students with lots of conversational repetition in the target language using comprehensible input—giving them the opportunity to internalize vocabulary and language structures by developing a strong sense for what sounds correct in the target language.
- It's fun for students—it engages their imaginations and gives them the opportunity for deeper learning. Their retention of language structures increases through connection to the story, and they're able to apply grammar concepts throughout a fun and creative process.

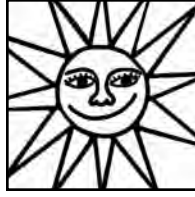
- Students are not learning vocabulary and language structures in isolation; rather, students are practicing them throughout the storytelling process and applying them during the reading.

In *Sonrisas Level III*, TPRS is the central part of each unit. We've found it to be very effective with upper elementary students and middle school students. The cultural theme and grammar concepts for each unit are woven into each story—creating a deep learning experience for students over the course of each unit. Students not only engage conversationally with the stories; they also practice writing Spanish as they transcribe each story they create. Teachers also have the option of incorporating art and drama into the storytelling process (see page 27).

TPRS involves several unique techniques that we'll explain in more detail in the section, *How to Teach Sonrisas Level III*, on page 21. We recommend watching the TPRS training videos that are included on the Level III Resource CD and on the *Sonrisas Spanish* channel on YouTube. You may also visit Blaineraytprs.com for more TPRS training resources.

Communication Strategies

Familiarity with language systems is not enough to enable learners to engage in successful communication; they must also acquire strategies that will help them bridge communication gaps that result from differences of language and culture.⁸ In *Sonrisas Level III*, you'll teach a Communication Strategy in each unit, which helps students learn how to bridge communication gaps and empowers them to do so. Students are also given the opportunity to practice each Communication Strategy in the reading and in the Partner Time activity in each unit. This component also serves to address the comparisons standard by encouraging students to develop insights into the nature of language (see page 13).



Using the World-Readiness Standards for Learning Languages in the Sonrisas Spanish Curriculum

While not a methodology per se, the World-Readiness Standards for Learning Languages represent an important guide for the world language teacher. The National Standards for Foreign Language Learning were first published in 1996 in the document, “Standards for Foreign Language Learning in the 21st Century.” The standards were developed out of a collaboration among ACTFL and numerous other national associations. The document they produced was thorough, well-written, and extremely relevant to all world language teaching.

Now in its fourth edition, the standards have been revised with a new title: “World-Readiness Standards for Learning Languages.” The changes reflect a sharper focus on real-world applications, with the idea that learners who add another language and understanding of culture to their education are “world-ready.” Another key change is that the progression for developing learners’ performance in the modes of communication is described through Sample Performance Indicators. Performance descriptors define observable student outcomes in meeting the standards.⁹

Included with your curriculum is the “World-Readiness Standards Alignment Guide,” which outlines performance indicators and can-do statements for every lesson in each level of the Sonrisas Spanish Curriculum. The guide charts the expected continuum of growth in communication skills as students progress through the different levels of the curriculum. It demonstrates that learners progress from a “Novice Low” to “Intermediate Low” proficiency level through the entirety of the curriculum.

The World-Readiness Standards for Learning Languages have guided us through the development of the Sonrisas Spanish Curriculum. The following section lists the standards and explains how we have addressed them throughout the curriculum.

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. This standard is the primary goal of the Sonrisas Spanish Curriculum. The activities in the lessons provide students with many opportunities for meaningful interpersonal communication. Students provide and request information, answer questions, and express preferences and feelings. Keeping this standard in mind for these activities brings focus to each activity.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Throughout the lessons, the teacher uses gestures and visuals in conversations and fictional and informational texts. This offers learners the opportunity to understand, recognize, and identify vocabulary, phrases, and concepts. Comprehensible input, which facilitates the interpretive mode of communication, is used in every segment of the lessons: through physical

movement in Circle Time, illustrations and shared reading in Story Time, and the physical product of the art project in Art Time.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. In Circle Time activities, art projects, and Student Portfolio activities, students practice presentational communication by saying simple phrases, writing, drawing, naming, describing, copying, labeling, and making lists.

Cultures

Interact with cultural competence and understanding.

Spanish is much like English in that it's spoken in many countries throughout the world. Each country or region lends its culture to the language. For example, the distinct geographies, histories, economies, and ethnicities make Spanish in Mexico distinct from Spanish in Argentina or Spain. When we raise our awareness of the distinct cultures that speak Spanish, we gain insight into the interconnectedness of different countries and their people. Shared customs can be traced back to similar roots. Unique customs in countries can be traced back to their unique geography, history, or ethnicities.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

When we integrate language learning with cultural studies that provide insight into the history, music, stories, festivals, and other customs of a culture, students begin to speak the language in an authentic context. Often young learners identify very deeply with other cultures and this may launch them on a path of a lifelong interest in Spanish-speaking cultures. Throughout the lessons, students identify typical practices related to familiar, everyday life in their own and other cultures.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

The economic and cultural products of a culture reflect its geography, natural resources, and history. By comparing the products of a Spanish-speaking culture to our own, we not only gain insight into another culture; we also deepen our understanding of ourselves. Often these products help us identify with the culture being studied. In this curriculum, students identify with Spanish-speaking cultures by reading about them, doing projects, and creating art that reflects the target cultures.

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Singing, dancing, reading, performing, communicating, cooperating, drawing, creating, writing—we encourage and develop these skills in every lesson. In addition, math, history, science, and geography are integral to many of the lessons in this curriculum. The Sonrisas lessons are language-driven, content-based lessons that allow students to reinforce and expand their knowledge of many disciplines.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. From the exquisitely beautiful musical traditions of Cuba that combine the Latin and African influences on the island, to the rich and diverse flora and fauna of Costa Rica, to the meaningful traditions of *las Posadas* and *el Día de los Muertos*, the Sonrisas Spanish Curriculum offers diverse perspectives from

distinctive Spanish-speaking cultures. Through students' tendency to identify with these diverse cultural viewpoints, they learn to relate to the people of these cultures as fellow human beings.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Although Spanish and English descend from two different root languages, there are an amazing number of similarities. People living in the southwestern part of the U.S. are particularly accustomed to the integration of Spanish into English through the names of towns, rivers, mountain ranges, people, and foods. In the *Sonrisas* lessons, students gain incredible insight into both English and Spanish through the study of cognates, the Spanish alphabet, and contextually integrated grammar.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. When students look at our own country's history and customs surrounding Independence Day, and compare and contrast this tradition to *el Dieciséis*, they have a context for understanding *el Dieciséis*. When they compare our Halloween customs to Mexico's *el Día de los Muertos*, the Mexican tradition comes alive. When they explore the birthday rituals of Spanish-speaking countries in contrast to their own, they deepen their understanding and appreciation of both. When they look at the seasonal patterns and geography of Argentina as our mirror in the Southern Hemisphere, they deepen their understanding of Argentina. When we compare any cultural practice or tradition to the day-to-day lives of our students, we bring that culture into sharper focus.

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

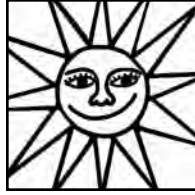
School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. When students recognize that the language they are learning in Spanish class has practical applications outside of the classroom and they begin to apply this knowledge, we have succeeded as language teachers. This can take many forms: using Spanish to interact with Spanish speakers in restaurants, bakeries, hotels, and other businesses; making friends at school with students who have recently immigrated from Spanish-speaking countries; and participating in community cultural activities. In our own community, we encourage our students to participate in cultural events that celebrate the Spanish language and culture, such as *el Cinco de Mayo*, *las Posadas*, and the Spanish Fiesta; these are three cultural festivals that have played an integral role in the Hispanic culture of our region.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. For young learners, the simplest and most effective way to encourage lifelong learning is to make Spanish class fun. This is a goal we work toward in every aspect of our lessons. When Spanish class elicits positive connotations, students will be more likely to continue their study of the language or spend time in Spanish-speaking countries. By giving children a strong foundation in the language, they are more likely to rise to the top of their language classes in high school and college. That experience of success can encourage them to reflect on and continue their study of Spanish—and their appreciation for Spanish-speaking cultures—throughout their lives.

Part Two

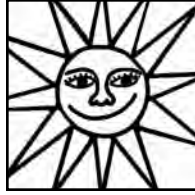


Using the Sonrisas Level III Curriculum



Best Practices for Using the Sonrisas Spanish Curriculum

- Teach each level of the Sonrisas Spanish Curriculum for two years.
- Spiral previously learned material into each lesson through TPR, discussions, TPRS Stories, and readings.
- Repeat songs, games, and lesson activities from Level I and Level II.
- Establish a consistent routine and structure.
- Use repetitive language within your routine.
- Adapt the structure of the Sonrisas lesson to your scheduling needs.
- Speak Spanish a minimum of 90 percent of the time in your class.
- Make speaking Spanish fun for your students.
- Read “How to Teach Sonrisas Level III” (see page 21).
- Realize that second-language acquisition is a long-term endeavor.



Best Practices for Using the Sonrisas Spanish Curriculum

We want to congratulate you on choosing the Sonrisas Spanish Curriculum: You have made an important decision to teach language the most effective way possible—using a teacher-based mode of learning. As the phrase suggests, much of the success of your classroom depends on you, the teacher. In the current national discourse about education reform, the one message that keeps emerging is that the most important ingredient in successful education is effective teachers. We know that preschool and elementary students can successfully learn Spanish using our curriculum because we have seen this over the course of our collective fifty years of teaching Spanish to children. Our effectiveness as teachers has been most evident not only in the way we implement the lessons, but also in how we implement the whole curriculum through the grades—paying attention to the details while keeping an eye on the big picture. You can use the Sonrisas curriculum to enhance your effectiveness, but there are some important guidelines not explicitly stated in the lesson plans that will help you immensely. The following section outlines these guidelines.

Use Repetition and Spiraling

Repetition is critical in language acquisition. Every Sonrisas lesson includes a Communication Objective with Performance Targets for achieving the objective. It's not realistic to think that second-language learners are going to integrate the Performance Targets into their comprehension and language usage immediately after completing any given lesson. This is where repetition comes in. Annual repetition, as well as frequent, lesson-by-lesson repetition, must occur for students to achieve the Learning Targets. By spiraling previously taught concepts into subsequent lessons, students slowly build and broaden a strong foundation for communication.

We strongly recommend that you teach each level of the Sonrisas Spanish Curriculum for two years. Your students' level of language acquisition will increase profoundly with this annual repetition; further, you don't have to repeat each lesson with the same content. For example, Level I and Level II lessons include several book suggestions for Story Time, and there is usually more than one art project from which to choose, so you can teach the same theme while you vary the content of the lesson from one year to the next. In Level III, the TPRS stories will be different from year to year, and the discussions you have will change based on your students' different experiences.

Annual repetition also increases language acquisition by helping students feel more comfortable, confident, and excited about the lessons because they are familiar with them. It puts their brains in a more receptive state for learning. The confidence instilled by spiraling through previously learned concepts helps students more readily learn new concepts.

Repeat previously learned material each lesson through TPR, discussions, TPRS stories, and readings. Frequent, everyday repetition should occur in each lesson that you teach. Review the Performance Targets taught in previous lessons in each subsequent lesson throughout your TPR, discussions, TPRS stories, and readings. It's amazing to see how this kind of repetition solidifies

comprehension and language usage—students rely less on imitation as they acquire fluency with repeated language structures.

Repeat songs, games, and lesson activities from Level I and Level II. Your Level III students can continue to benefit from the repetition of songs, games, and lesson activities learned in Levels I and II. These activities become well-loved, and your students will enjoy returning to them.

Establish Routine and Structure

In general, children thrive when they have routine and structure. Every Sonrisas Level III lesson consists of the same structure: Calendar Time, TPR, Spelling, and then the main segment for the lesson. Having a consistent routine and structure for your class will not only benefit your students, but also make teaching easier.

Establish a consistent routine and structure. Language acquisition increases when children are able to take risks and experiment with language—and that happens when they are in a safe and comfortable environment. You can create this environment by establishing a consistent routine and structure. Students can then predict what is going to happen next, and they know what is expected of them. Establish your routine at the beginning of the year and communicate your expectations for behavior. Even within the structure of the Sonrisas lessons, you can establish your own sequence to build a routine. Regardless of how you choose to establish routine, the important thing is to be consistent. This also has the obvious benefit of increasing the effectiveness of your classroom management. Your students will be less prone to act out if they feel safe and comfortable and know what is expected of them in each part of the lesson.

Use repetitive language within your routine. We cannot stress enough how effective this is. If you have an established routine in your class, your students can easily achieve fluency with repetitive language that is given meaning within the context of the routine. Essentially, you make it easier for yourself and your students to use Spanish consistently by using it for regular classroom tasks. For example, if you close the door each day after greeting your students, you can begin to have one of your students do it by saying, “*Juan, cierra la puerta por favor.*” This can become part of your routine, and you can have a different student do it each day. You might introduce roll call each day by stating, “*Vamos a ver quién está aquí.*” The opportunities for this kind of repetitive language within an established routine are endless, and once students achieve fluency with this language, it becomes easier for them to apply it in new contexts.

Adapt the structure of the Sonrisas lesson to your scheduling needs. As mentioned above, every Sonrisas Level III lesson consists of the same structure. We have found that there is a great deal of flexibility in this structure because each part of the lesson can be taught independently, and the lesson can therefore be adapted to many different scheduling situations. However you choose to structure the lessons to fit your scheduling needs, find a rhythm that works for your teaching style and be consistent so that your students can perform at their best.

Use Spanish Consistently

We believe that Spanish should be used as consistently as possible in your classes. Establishing a consistent routine in your class goes a long way toward achieving this goal. If you implement the Sonrisas lessons effectively, you’ll find there’s little need for English. Students will be more motivated to learn Spanish when they see, through your example, that speaking Spanish is fun and useful.

Speak Spanish a minimum of 90 percent of the time in your class.¹⁰ This is the recommended usage that ACTFL suggests, and this is absolutely attainable with Sonrisas lessons. All of the games, activities, songs, stories, and art projects employ visuals, props, gestures, body movements, modeling, routine, and repetitive language to make the Spanish you use in class comprehensible to your students. As for when and how to use

English in your class, we refer to Helena Curtain's excellent article, "Teaching in the Target Language," for the following guidelines:¹¹

The use of English should be intentional and be a conscious decision, not just something the teacher slides into without thinking. The following series of questions can be helpful in deciding when and if using English instead of the target language is appropriate.

Shall I use English for a lesson segment?

- Can I find a way to communicate the new idea in the new language with visuals, gestures?
- Can I simplify?
- Can I substitute a different concept?
- Can I delay this topic until we can deal with it in the target language?
- Is an English explanation essential to further progress toward my goals for this lesson?

Shall I use English to clarify vocabulary?

- Have I already tried using visuals, gestures, or other strategies to get the meaning across?
- Will failing to understand this vocabulary item interfere with the progress of the lesson?

If you are worried about keeping your class entirely in Spanish, just remember: You are teaching Spanish! One of the most effective ways to do this is simply to provide a model of using Spanish for everything you do in your class. Helena Curtain also offers these very useful tips:

Make the language comprehensible.

- Use simple, direct language and choose vocabulary and structures that incorporate a large amount of material that is familiar to the learners.
- Break down directions and new information into small, incremental steps.
- Use concrete materials, visuals, gestures, facial expressions, and movement.
- Model every step of the process or the directions being presented.

Monitor and assess target language use.

- Keep track of student language use.
- Make sure that oral language use is part of student assessment.
- Make target language use a part of the classroom management system and an integral part of the classroom culture. Possibly use a reinforcement system to reward students for a short period of time to get them in the habit of using the language.

Check for comprehension.

- Students can use signals to indicate their response to a comprehension check. They can hold their thumbs up or down for "yes" and "no," and wiggle their thumbs for "I'm not sure."
- Students can draw pictures to signal their comprehension or write on small whiteboards. They can act out behavior or imitate the performance that the teacher has demonstrated.

Separate English from Spanish—avoid translation as a first resort.

- If the students know that the teacher is going to use both languages, they will not engage with the target language and will patiently wait for the English.
- If the teacher plans to repeat or clarify in English, he or she may not expend as much effort to make the target language comprehensible.
- Sometimes students who have understood directions or new vocabulary may call out the English, either as a way to help their classmates or to show the teacher that they have understood. It is important not to encourage or reinforce this practice, because if it becomes a habit, the language lesson can turn into a translation game.

Separate English from Spanish—use a sign.

- Using a sign on which one side indicates English and the other side indicates the target language reminds teachers and students to stay in the target language.
- The sign can help the teacher make a transition to using the target language more frequently by keeping the teacher and the students focused on using the language for longer periods of time each day.
- Of course, beginning students cannot always conduct themselves entirely in the new language. Teachers can respond in the target language by rephrasing what students said in the target language and then responding in the target language.

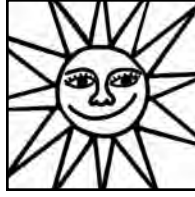
Make speaking Spanish fun for your students. One of the joys of teaching Spanish is that speaking Spanish is fun. Whether you are a native Spanish speaker or it's your second language, it's important that you convey your excitement and interest in Spanish—by your attitude in class, by connecting your students to the Spanish-speaking community in your area, and by talking to them about the many advantages of knowing a second language. Additionally, the Calendar Time activities, TPR, and TPRS stories in the lessons make it easy to create a fun and exciting environment in your class.

Implement the Sonrisas Lessons Effectively

Read “How to Teach Sonrisas Level III” (see page 21). Successful implementation of the lessons depends on a clear understanding of how to execute each part of the lesson. We know the lessons work because we have used them with success in our own classes. If you implement them as suggested, you too will achieve success with your Spanish classes.

Look at the Big Picture

Realize that second language acquisition is a long-term endeavor. Your students' success in Spanish class depends not so much on each individual lesson, but rather on the experience of being in a Spanish class with an effective teacher through the grades. The Learning Targets in the lessons are important goals for each lesson, but these goals are achieved over time. Through repetition, structure, routine, the consistent use of Spanish, and effective implementation of the lessons, your students *will* learn Spanish.



How to Teach Sonrisas Level III

Sonrisas Level III consists of seven thematic units that contain ten lessons each. Each unit has the same sequence, which covers five different main lesson segments: Culture Introduction, Grammar Lesson, TPRS Story, Communication Strategy, and Partner Time. These segments, along with the introductory activities of Calendar Time, TPR, and Spelling, provide a consistent structure and routine for each lesson. This section will explain what to do in each of these segments and the activities contained within them.

As mentioned in “Best Practices for Using the Sonrisas Spanish Curriculum” (see page 17), the structure of the lessons allows you to adapt them to your scheduling needs. You have complete flexibility with the frequency with which you teach the lessons and with your pacing of the different segments. Each lesson will take a minimum of one class session. You’ll generally want to do Calendar Time, TPR, Spelling Activity, and the main segment for each lesson in one class session. There are parts of each lesson, such as the Grammar Exercise, drawing the TPRS Story, or acting out the TPRS Story that you may want to do in a separate class session or assign for homework. In addition, there will be some lessons where the main segment, such as the Culture Introduction or the Communication Strategy, will not take up a whole class session. In this case, you can simply move on to the next lesson.

Each lesson is designed to engage students in all three modes of communication:

- **Interpretive**—comprehension of written, oral, or visual communication without any active negotiation of meaning between individuals.
- **Interpersonal**—two-way oral or written communication with active negotiation of meaning between individuals.
- **Presentational**—spoken or written communication that is prepared for an audience.

Engaging students in the different activities included in each lesson gives them the opportunity to interact in all three modes of communication.

Calendar Time

Every lesson begins with Calendar Time, which in turn begins with a greeting and roll call. Returning students will be familiar with this routine. If you have students who are new to Spanish, they will catch up easily by imitating their peers. After taking roll, you will do calendar activities. The calendar activities serve several important purposes:

- They provide a daily language experience that is meaningful and relevant because it connects students to their environment.
- They offer opportunities for students to interact in written and spoken conversation to share

information, reactions, feelings, and opinions.

- They help build a foundation of useful language that can be applied to different contexts through the use of repetitive language structures.

In Level III, Calendar Time also serves as a bridge between the mode of instruction that is used in Sonrisas Level I and Level II—in which students naturally acquire and then develop their second language—and the mode of instruction used in Level III, in which students learn grammar more explicitly through direct instruction. Calendar Time provides students with a familiar setting where they can warm up and use their Spanish in a very practical way.

For Calendar Time, you'll lead students in saying the day, date, and the weather by asking: “*¿Qué día es hoy?*”, “*¿Cuál es la fecha?*”, and “*¿Qué tiempo hace?*” or “*¿Cómo está el clima?*” Your students may be accustomed to these Calendar Time activities from Sonrisas Levels I and II. You can challenge them further by asking them to come to the board and write the answers to these questions.

Each lesson includes the direction to do optional calendar activities—any of the additional calendar activities that are included in Sonrisas Levels I and II or in the Sonrisas Calendar Time Curriculum (see page 35). If you wish to continue with some of these additional activities, we recommend your students know the Spanish alphabet. If your students have not had instruction in the Spanish alphabet, we recommend that you practice the alphabet with them in lieu of the Spelling Activity that follows the calendar activities.

TPR Activity

After Calendar Time, you will do a TPR activity. The TPR activity teaches new grammar concepts and phrases that are practical for classroom and everyday use. In its simplest terms, TPR seeks to teach new concepts through the body. This empowers students to make the connection themselves between new language and its meaning, without translation into English or explanation by the teacher.¹² The grammar concepts taught through the TPR segment of each lesson are concepts that lend themselves to the TPR method, such as commands (imperative mood), prepositions, object pronouns, adverbs, and idiomatic expressions. These concepts will be addressed solely in the TPR segment of the lesson and will not be taught explicitly in a Grammar Lesson as with the other grammar concepts in Level III.

In each lesson plan, there's a list of phrases that you will say to your students as you perform a physical action. The primary focus of TPR is on meaning—you will convey the meaning of the phrase through your physical action.

Follow these steps to complete the TPR activity: Refer to the list of phrases in the TPR section of your lesson plan. Say each phrase clearly. Perform the action that the phrase indicates. Then have students repeat the phrase and perform the action. (The first time you do this in Lesson 1, you may have to explain and model this process to students so they know what's expected of them.) In some cases, you will command students to say a phrase. You may have to explain and model this as well. The TPR activity should be brief and fun—put energy and enthusiasm into your physical movements to encourage students to do the same. You will repeat each group of TPR phrases for two lessons. This will give your students repetition and practice with the grammar concepts and phrases.

Spelling Activity

After the TPR activity, you will do the Spelling Activity. Spelling is introduced in Level III so that students can begin to integrate the sound and writing systems of Spanish—using their prior knowledge of the Spanish alphabet to form words. The Spelling Activity addresses the comparisons standard, that is: “Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own” (see page 13).

For the Spelling Activity, you will use the words listed on the Lesson Plan page. In the first lesson, we recommend you explain in English how the Spelling Activity works: Tell students they are going to use their knowledge of the Spanish alphabet to spell words in Spanish. Have them open their notebooks (for more about the Student Notebooks, see page 29). Tell them you are going to say a Spanish word and that you want them to write it in their notebook. You can tell them, “I am going to say, ‘¿Cómo se deletrea ___?’ and then you will spell the word in your notebook.” Say the word normally and then repeat it more slowly as necessary. When students are finished writing the word, ask for a volunteer to spell it out loud, using the Spanish alphabet, or you can have them write it on the board. Most students will enjoy the opportunity to show their proficiency. The spelling words for each unit progress through the Spanish alphabet and include words from the culture, grammar, and TPRS Story segments of the lesson.

Culture Introduction

In the first lesson of each unit you will do a Culture Introduction activity. The Culture Introduction is meant to pique student interest at the beginning of a new unit rather than adding culture as an afterthought. You will introduce the cultural theme for the unit with images and/or text from the Resource CD that are listed in your lesson plan. You will then use the questions listed in the lesson plan to generate a discussion. You may have to have this discussion in English, and this is appropriate for the purposes of introducing new cultural information.

As with the Spelling Activity, the Culture Introduction should be fun. To this end, make connections between the cultural information being presented and your students’ personal experiences as well as your own. The *World-Readiness Standards for Learning Languages* states, “There is some evidence to show that a positive point of departure—underscoring ways in which members of the other culture share similar interest, behaviors, and belief systems with language students—establishes a favorable mindset toward speakers of the other language and an easier entry into understanding the culture and its language.”¹³

Grammar Lesson

In the second lesson of each unit you will do a Grammar Lesson, which introduces students to a grammar concept that they will learn and practice in the Grammar Exercise, TPRS story, and Partner Time activity. Because this will most likely be the first time your students explicitly learn Spanish grammar, it’s important to go slowly, reviewing the information thoroughly and answering any questions students may have.

For the Grammar Lesson, first review the information on the Grammar Lesson pages. These are included on the Resource CD so you can project them on the board, and they are also included in the Student Portfolio so students can follow along in their portfolios if necessary. Next, you will complete the practice section of the Grammar Lesson orally with students in class. Finally, you will assign the Grammar Exercise to students—either for homework or to be done in class. If done in class, you may wish to monitor and facilitate as students complete the exercise.

TPRS Story

Overview

Lessons 3 through 8 of each unit consist of completing one TPRS Story in three parts. Generally, each part of the story will take two class sessions to complete. As explained in the previous section, *TPR Storytelling* (see page 9), the process for completing the story consists of pre-teaching vocabulary, “asking” the story, having students read the story to each other, having them act out the story after it’s finished, and then completing a reading and translation that incorporates the language structures from the story. For each part of the story, you will write the vocabulary on the board or display it from the Resource CD, then have students write it in their notebooks. Next, you will pre-teach the vocabulary by saying each vocabulary word, having students repeat the word, then saying its meaning. After you pre-teach the vocabulary, you will begin “asking” the story—entirely in Spanish. After you do Parts 1 and 2 of the story, you will review these by circling with the sentences in each one before you begin the new part.

There is a script with directions for “asking” the story in each lesson plan. The directions consist of a series of questions for each sentence in the story. Before you ask each series of questions, you will write the corresponding sentence on the board, then begin asking the questions. Some of the sentences will have details that students will provide through your questions. Some will not. You will establish the details of the story by asking the students to provide them. The details that need to be provided are indicated by a blank space in the sentence such as, “*Ella se llama ____.*” There is a rhythm and flow to the questions that you will become accustomed to the more you do the stories. As you become more proficient at the TPRS method, you can customize the script as you wish.

Your main objective with the story is to give students lots of repetition with comprehensible input. Take your time with the questions and do not rush through the story. It’s also worth noting that the story will have more impact for students if you approach it with energy and make it fun. To that end, we recommend encouraging students to make the story as funny and bizarre as possible. Of course, some of this is up to your students depending on the details they choose for the story, but you can help steer their choices toward the more entertaining ones.

At the end of each class session, when you finish “asking” each part of the story, students will partner up and read the story to each other. This is an important step: It engages students in the presentational mode of communication and further integrates the language structures. It also gives you the opportunity to anecdotally assess students’ speaking, comprehension, and use of vocabulary. As students read their stories to each other, you can check for meaning by using the vocabulary and phrases from the story to ask questions about the story.

When you have finished Part 3 of the story, the last step is to have students act out the story. You may wish to dedicate an additional class session to this. Acting out the story adds a lot of fun to the process, motivates students and offers another opportunity to further integrate the language structures of the lesson. You can make the acting out of the story as elaborate (costumes, sets, props, etc.) or as basic as you want. At the very least, assign roles from the story, including a narrator, or have students volunteer for them. Then, as the narrator tells the story, students can act it out. If there is dialogue for the different roles, have students recite those lines. Allow for improvisation and elaboration: The goal is to make it fun.

Ideally, you will be able to do some training in the TPR Storytelling method before teaching these lessons (see page 9). Here’s a detailed guide of how to teach the TPRS Story:

Explaining the Process to Students

Before you start the first TPRS Story in Lesson 1, you will want to explain the process to students. This will set expectations for your students and will help you understand how the process will go. For your convenience, the following is a script that you may use to explain how TPRS works.

- *Class, we are going to begin a new activity where we're going to create Spanish stories in class.*
- *Creating the stories will involve a process where I ask you questions, you provide choices for the details that go in the story, and then I choose which detail goes in the story. You can make these details as funny or as crazy as you want.*
- *Once we've established a detail, I'm going to ask you a series of questions that will help you remember the detail.*
- *I will first ask you a question that requires a positive response. You can answer by simply saying, "Sí" or by saying "Sí" and then repeating the question. For example, if I ask you, "María, ¿hay veinte estudiantes en la clase?", you can answer, "Sí" or "Sí, hay veinte estudiantes en la clase."*
- *Next, I will ask you an either/or question. You can answer by repeating the correct response. For example, if I ask you, "Juan, ¿hay veinte estudiantes en la clase o hay cien estudiantes en la clase?", you can answer, "Hay veinte estudiantes en la clase."*
- *Finally, I will ask you a question that requires a negative response. You can answer by simply saying "No" or by saying "No" and then repeating the correct answer. For example, if I ask you, "Ana, ¿hay cien estudiantes en la clase?", you can answer, "No" or "No, no hay cien estudiantes en las clase. Hay veinte estudiantes en la clase."*

Pre-teaching Vocabulary

The directions for each lesson that includes a TPRS Story begin like this:

- Write the vocabulary on the board or display it from the Resource CD (see Resource CD images).
- Have students write the vocabulary in their notebooks.
- Pre-teach the vocabulary by saying each word, having students repeat the word, then saying its meaning.

You will complete these steps for every part of the story, so establishing a consistent routine will help make this process more efficient. Write or display the vocabulary where you can refer to it throughout the process of "asking" the story. If you like, you can take the pre-teaching of the vocabulary one step further by using the word or phrase in a sentence and then circling with it (see next page for more about circling).

"Asking" the Story

Every story has a series of detailed directions for "asking" the story. Each set of directions is based on a single sentence of the story. Before you begin "asking" the story, you will write the corresponding sentence on the board. Until the details of the story are known, these sentences will contain a space such as, "Hay un/a ___."

This method is called "asking" the story because you don't actually tell a story, but rather you "ask" it in order to elicit responses from students that provide you with the details of the story. For example, referring to the sentence above, you would ask, "Clase, ¿qué hay?" Students will then respond to the question with their different choices. It is up to you to then choose the best response to use in the story (see "Tips for an Effective TPRS Story" on page 27). It's worth noting that in this context, it's okay for students to respond in English—they may not know the Spanish word for a detail they would like to choose. Simply take their suggestions and translate them into Spanish. You can also write the vocabulary on the board in both English and Spanish.

Once you have a detail established, you will then employ a method called "circling" to generate repetition with the newly established detail and language structures.

Circling

Circling consists of asking a sequence of questions and repeating statements based on a sentence (the one you wrote on the board). Here's how it works: First, ask a clarifying question to establish the unknown detail of the sentence, then make a statement that repeats the detail. Second, ask a "yes" question that reinforces the newly established detail, then make a statement that repeats the answer to that question. Third, ask an "either/or" question, then make a statement that repeats the correct answer to that question. Finally, ask a "no" question, then make a statement that repeats the correct answer to that question. The following is an example of this sequence:

1. *Clase, en el cuento, ¿qué hay?* (Establish the detail.)
2. *Muy bien clase, hay un/a A.* (Make a statement that repeats the detail.)
3. *María, ¿hay un/a A? (¿Sí o no?)* (Ask a "yes" question.)
4. *Muy bien María, hay un/a A.* (Make a statement that repeats the answer.)
5. *Juan, ¿hay un/a A o hay un/a ___?* (Ask an "either/or" question.)
6. *Muy bien Juan, hay un/a A.* (Make a statement that repeats the correct answer.)
7. *Ana, ¿hay un/a ___?* (Ask a "no" question.)
8. *Tienes razón Ana, no hay un/a ___.* (Make a statement that repeats the correct answer.)
Hay un/a A.

A space in the directions for "asking" the story indicates either a detail that you will establish with students or a choice that you will insert in an "either/or" question or a "no" question. In the directions for "asking" the story, you will see directions in parentheses that will help guide you through the circling process such as:

- (Whatever they choose = A.) For example, if, in response to the first question above, your students answer "elefante," then you establish that A = *elefante*. You will then substitute "elefante" for "A" throughout the rest of the story. The Story Guide provides you with a space to record the details of the story and their corresponding letters so that you can keep them straight.
- (Choose another animal.) For example, when you ask the "either/or" question, you can ask, "Juan, ¿hay un/a A o hay un/a cocodrilo?"

The circling process provides the basis for the TPRS method, so it's important that you become proficient with it. We recommend practicing circling before you begin teaching the lessons. A training video that explains the Circling process is included on the Level III Resource CD.

Reciting the Story, and Having Students Write It and Read It

After you complete the directions for "asking" the story for any given lesson, you will then recite as much of the story that you have written so far. This serves to remind students of the details that were established, to repeat the vocabulary and phrases for the story, and to wrap up the storytelling process for the day.

After you recite the story, you will then have students write it in their notebooks. You will write the title of the story on the board and students will copy the title and the sentences that you wrote on the board for that day. Note that in many cases, the title of the story contains a detail that you won't know until you finish "asking" the story, such as "*El cuento de B*". You will fill in this detail when you write the title. Writing the story is an important step because later, students will use their written copy of the story to read to each other. Encourage them to establish a routine of writing the stories neatly and legibly in their notebooks.

When students are finished writing the story, have them partner up and read it to each other. This gives you an excellent opportunity to observe their pronunciation and speaking skills. You can also check for comprehension by asking clarifying questions related to the story. Encourage students to tell the story to each other without having to read it from their notebooks.

Reviewing Previous Parts of the Story

When you begin parts 2 and 3 for each story, the directions indicate to review the previous part(s) by circling with the sentences. This will remind students of the details and plot of the story, and it also gives them more repetition with the language structures. You can make this review as brief or as extensive as you feel is necessary.

Having Students Draw and Act Out the Story

Having students draw the story is an optional step for you. You could have them do this after each lesson when they finish writing and reading the story, or you could have them do this after the story is completed with Part 3. Drawing the story is simply that—have students draw the characters and the events that occur in the story.

Having students act out the story is a great way to culminate the whole storytelling process. It deepens students' learning experience with the vocabulary and language structures in the story. You can choose to make the acting out of the story as simple or as elaborate as you want. Either way, assign roles to students and have them act out the story in front of the class. It's also a good idea to assign a narrator who tells the story as well as the different roles, human or otherwise, within the story.

Tips for an Effective TPRS Story

- Make sure to explain the process to students before you begin.
- Remember to stay in Spanish the entire time unless you pause for a grammar explanation.
- Become familiar with the story ahead of time. Every unit includes a Story Guide page that includes each part of the story, all of the vocabulary, and a guide for keeping track of the details of the story. Review this page before you begin “asking” the story.
- Write frequently used question words such as *¿Qué?* and *¿Quién?* on the board for easy reference. Alternatively, make posters of these words and display them for students to see.
- When you are asking a question to establish an unknown detail, repeat the question along with the different responses in order to gauge students' reactions. For example, when you ask, “*Clase, ¿qué hay?*”, you might get several responses, such as, “*gato*” or “*casa*” or “*taco*.” You can then ask, “*Clase, ¿hay un gato?*” and “*Clase, ¿hay un taco?*” and see what kind of reaction you get to each question. We recommend choosing the detail that gets the most enthusiastic response.
- Make the story as funny and bizarre as possible. This not only makes the story more fun for students, but is also helps them retain the details.
- If your story is really bizarre, and you have students that are skeptical and having a hard time accepting the details you have established, you can use the phrase, “*en el cuento*” to reassure them that this is happening “in the story,” and therefore is possible because it is imaginary. For example, if you establish that there is a taco named Ralph, and you have a student that is incredulous, you can reassure her that it is only in the story that we have a taco named Ralph.
- Emphasize grammar concepts as they come up in the story. The TPRS Story always incorporates the grammar concepts from the grammar lesson. When these occur in the story, it's appropriate to briefly pause the “asking” process and focus on the grammar concept. For example, in the first story in Lesson 1, let's say you've established the first detail as, “*Hay*

uña niña.” The next sentence is “*Él/Ella se llama B.*” You may pause here and ask students, “Which subject pronoun will we use? Why? What pronoun would we have used if we had said, ‘*Hay uñas niñas*’ or ‘*Hay unos niños*’?” Remember to make it brief so you can get back to speaking Spanish and “asking” the story.

- Students can demonstrate comprehension by simply stating “*Si*” or “*No*” in response to your questions. They’ll be learning complex language structures, so allow them to participate according to their comfort level.
- The directions in the lesson plans for “asking” the story use only the singular form of verbs. If you establish a detail that’s plural, you will of course want to change all the verb forms to plural.

Communication Strategy

In the ninth lesson of each unit you will do a Communication Strategy activity. The communication strategies are introduced with text that explains the strategy. After you review this information with students, you will ask questions in order to generate a discussion. As with the Culture Introduction, it’s appropriate in this context have this discussion in English. The strategies will help students comprehend and present information when they do the culminating Partner Time activity.

Partner Time Activity

In the tenth lesson of each unit, students will complete a Partner Time activity that integrates the grammar, vocabulary and phrases, and cultural theme. Students will use the grammar and vocabulary they have learned and practiced in the previous lessons, and they will engage in the interpretive, interpersonal, and presentational modes of communication in order to complete a task. In other words, they will be asked to “do something” with the language they have learned. The activity is focused on the cultural theme for the unit—further reinforcing the culture standards and giving students the opportunity to use the language they have learned to investigate, explain, and reflect on how perspectives are exhibited in the practices and products of a culture.

Each Partner Time activity begins with a reading translation (*Lectura*). The reading translation is the final step of the TPRS method (see page 9). Complete the reading translation with your students by following these steps: Have a student read the first sentence in Spanish. Then have that student, or a different one, translate the sentence. Continue in this way, sentence by sentence, until students have read and translated the entire reading. Then, you will circle with selected vocabulary from the reading (see page 26). The objectives here are to give students more repetition with the vocabulary concepts of the lesson and to ensure comprehensible input. After you have done the reading with students, they will then complete the Partner Time activity with their partners.

The Student Portfolio

The Student Portfolio is an integral part of the Sonrisas Level III curriculum. You will use it to organize student work in order to assess progress and performance, which will not only be valuable to you, but also to students and their parents. You have received a hard copy of the Student Portfolio as well as a digital version on the Resource CD. Each component of the Student Portfolio can be photocopied for student use in the classroom. If you haven’t purchased individual copies of the Student Portfolio for your students, we encourage you to have students get a three-hole puncher and a three-ring binder in which they can put all of their portfolio work. The Student Portfolio comprises the following sections:

Grammar Lesson (*Gramática*)

The grammar lesson is included in the Student Portfolio so that students can follow along as you're teaching the concepts. They'll also refer to it when completing the Grammar Exercise.

Grammar Exercise

The Grammar Exercise gives students independent practice with the grammar concepts presented in the grammar lesson. You can have students complete the exercise in class or you can assign it for homework.

Communication Strategy

The Communication Strategy page is included in the Student Portfolio so that students can follow along. They can also use it as a reference for some of the Partner Time activities.

Reading (*Lectura*)

The reading page is used as part of the TPRS method (see page 9). You will complete a translation of the reading with students and then circle with selected text from the reading (see page 26). Students will also refer to the reading page in order to complete some of the Partner Time activities.

Partner Time Activity

The Partner Time activity is the culminating activity for each unit. In it, students work with a partner to complete activities that reinforce the language, grammar, and culture concepts, and the communication strategies for the unit—giving students the opportunity to communicate in Spanish with their peers while doing something practical with the language. Engaging students in all three modes of communication—interpretive, interpersonal, and presentational—Partner Time requires students to interpret written and spoken language, engage in conversation, and present information in Spanish. The Partner Time activities can also serve as formative assessments. (See page 30 for more about assessments.)

Home Report and Assessment

The Home Report and Assessment page serves several purposes: You can use it to assess your students, you can photocopy it to send home so that parents can see what their child is learning in Spanish class, and it also contains suggestions for parents for at-home enrichment (see next page).

Student Notebooks

Each student in your class will need a spiral notebook. Students will use their notebooks for a variety of purposes:

- Students will write the date in their notebooks each day as the last step of the TPR activity.
- Students will write the spelling words each day in their notebooks.
- Students will write the TPRS stories in their notebooks. If you choose to have them draw the story, this can be done in their notebooks as well.

The Home Report and Assessment Page

The Home Report and Assessment page is a useful tool to inform parents about what their child is learning and to provide them with a guide for at-home reinforcement. You can photocopy the Home Report, and we encourage you to send it home after each unit you teach. Parents appreciate receiving it because it connects them to their child's experience in Spanish class and gives them a sense of involvement. The Home Report for each unit includes the unit title, Communication Objective, Performance Targets, Student Assessment, Grammar Concepts and Communication Strategies, and a Home Enrichment section, which includes ideas for extending students' learning beyond the classroom.

In *Sonrisas Level III*, you can assess your students' progress using both formative and summative assessments.

Formative assessments

These are ongoing assessments that monitor student learning and guide instruction. The goals for each unit are listed in both the Learning Target and the Performance Targets. Keeping these in mind while you teach can help you assess the progress your students are making in achieving these goals, both through observation and by looking at their written work.

Through Calendar Time, TPR, the TPRS Story, and Partner Time, you can get a clear picture of how well each student is communicating. This type of formative assessment will guide which activities need review and practice in subsequent lessons. Of course, every student is different: Some perform much better in a group environment—while they are engaged in interpersonal communication—than they do during independent activities. Observational assessments can provide you with this insight.

You can also use students' written work in the Grammar Exercise, Partner Time, and their notebooks as formative assessments to see how well they have retained and integrated the Performance Targets for each unit. This will help guide which activities need more repetition and reinforcement. If you find that students are unable to demonstrate correct usage of the Performance Targets, you can adjust your instruction to address their needs. Language concepts that need more work can be reviewed by doing lesson activities from previous lessons. You can continue this review until you feel that students are proficient with the language concepts. If need be, you can also repeat Grammar Exercise and Partner Time activities.

Summative assessments

These assessments evaluate student learning using specific metrics. The Student Assessment box in the Home Report is a summative assessment that covers each unit. It contains "I can" statements and a check box for each Performance Target, grammar concept, and Communication Strategy in the unit. These are the metrics by which you can evaluate student learning. In order to achieve the Learning Target, students need to demonstrate correct usage of the Performance Targets and grammar concepts. There are three different ways to fill out the Student Assessment page: You can do it, the student can do it, or you and the student can do it together.

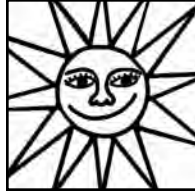
If you are filling out the Student Assessment page without the student, use the Grammar Exercise and Partner Time activities, student notebook, and your observations to complete the assessment. Students can fill out their own assessments by reflecting on the Grammar Exercise and Partner Time activity and reviewing their student notebook as evidence for the assessment. (It's worth noting that it can be very empowering for students to realize how much Spanish they have mastered.) Choosing to fill out the assessments with your students will give you the most complete summative assessment possible. If you are able to engage students in Spanish during this assessment and observe their proficiency of the Performance Targets, you'll have the most accurate picture of their skills.

Along with your own observations, the Student Portfolio is your most valuable assessment tool. If you are making photocopies of the Student Portfolio, here are some tips that will help students keep

their portfolios organized and tidy:

- Keep several three-hole punchers on hand so that students can add work to their portfolios as soon as it is complete.
- Give a mini-lesson on how to use the hole punchers accurately, including paying careful attention to placing the holes on the left side of the page.
- Consider a place other than students' desks to store portfolios. This will keep them in better shape throughout the school year.

Another option is to purchase an individual spiral-bound hard copy of the Student Portfolio for each student. You can buy these in bulk on the Sonrisas website: **SonrisasSpanish.com**



How to Use the Sonrisas Level III Lesson Plans

The Lesson Plan Pages

Each unit in Sonrisas Level III contains a Unit Overview page, ten Lesson Plan pages, a grammar page (*Gramática*), a Story Guide page, a Communication Strategy page, and a reading page (*Lectura*). Together with the Student Portfolio and the Resource CD, these pages provide everything you need to teach an effective unit. We recommend not only reading the following pages so you know exactly how to use the lesson plans, but also reading through each unit before you teach it to familiarize yourself with all the directions and suggested activities. Remember that the lessons provide you with a structure and routine that is consistent but also flexible. As mentioned previously, you can adapt the structure of the lessons to fit your scheduling needs.

The Unit Overview Page

The Unit Overview Page contains the title of the unit and a box for the Unit Guide, a box for Grammar concepts, and a box for the Communication Strategy.

Unit Overview Box

The Unit Overview Box offers, as the name suggests, a brief overview of the unit. This includes the Learning Target and Performance Targets for the unit. The Learning Target answers the question, “What will students be able to do?” The Performance Targets answer the question, “How will students be able to do it?” The Learning Targets and the Performance Targets also provide the metrics for assessing students and are included in the Home Report and Assessment pages in the Student Portfolio. (For more information about assessment, see page 30.)

Unit Guide Box

The Unit Guide Box lists suggestions for each segment of the unit. Reading the Unit Guide will prepare you for the elements that are unique to each unit, and give you a sense of what to emphasize and watch out for in each unit. As part of your lesson planning, we recommend familiarizing yourself with the suggestions in the Unit Guide.

Grammar Box

The third box on the Unit Overview page highlights the grammar concepts that are taught in the unit. These include not only the concepts that are taught in the grammar unit but also those taught implicitly in the TPR segment of the lesson. (See page 8 for more about TPR). The concepts highlighted here will give you a sense of the scope of each unit and help you keep a record of all

concepts learned throughout your school year.

Communication Strategy Box

The final box on the Unit Overview page highlights the Communication Strategy that is taught in the unit. The Communication Strategy helps students bridge communication gaps that result from differences in language and culture.

The Lesson Plan Page

The Lesson Plan page explains how to teach the lesson step by step. At the top of the page is a list of the documents and images from the Resource CD that you will use with each lesson. Next, you'll find lists for the procedure for Calendar Time, the phrases that will be used for the TPR activity (see page 22), the spelling words for the Spelling Activity (see page 23) and finally, the directions for the main segment of the lesson.

Each lesson begins with the same introductory structure: Calendar Time, TPR, and Spelling Activity. This is followed by the main segments of Culture Introduction, Grammar Lesson, TPRS Story, Communication Strategy, and Partner Time. This structure is designed to give you and your students a consistent routine.

Note that this order is flexible. You may prefer to do spelling first and then the calendar activities, for example, or begin the class with the TPR activity and save calendar activities for later. Use the procedure as a guide and find the rhythm that is most effective for your class. See page 35 for the suggested routine and directions for doing optional calendar activities.

Note also that the Lesson Plan pages that cover the TPRS Stories are generally two to four pages long. They contain the directions for the TPRS Story segment as well as the vocabulary, story script, Story Guide, and the directions for "asking" the story.

The Culture Introduction Reading Page

The Culture Introduction reading page contains the information that you will read with students for the Culture Introduction in the first lesson of each unit. This page is included on the Resource CD so that you can display it on the board. (Note: There isn't a Culture Introduction reading page for Unit 1.)

The Grammar Lesson Page (*Gramática*)

The grammar lesson page (*Gramática*) contains the information that you will present to students in the grammar lesson as well as the directions for the oral practice that you will do with students (see page 23). This page is also included in the Student Portfolio so students can refer to the same information in order to complete the Grammar Exercise.

The Story Guide Page

The Story Guide page is designed as a tool for you to see the full scope of the TPRS Story and its vocabulary, and to keep track of the details you will establish for the story. We recommend that you photocopy this page and keep it by your side for easy reference as you complete each story with your class.

The Communication Strategy Page

The Communication Strategy page contains the information that you will present to students in the Communication Strategies segment of each unit. It is also included in the Student Portfolio.

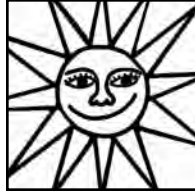
The Reading Page (*Lectura*)

The reading page (*Lectura*) contains the reading that you will complete with students as one of the last steps of the TPRS Story (see page 9). It is also included in the Student Portfolio.

The Resource CD

The Resource CD contains all the images and text that you will use to support the different segments of the lessons. The CD is divided into folders for each unit. The images and documents are named for the part of the lesson in which they are used. For example, the “Culture Introduction 1” image is the image you’ll use in the Culture Introduction segment of the lesson. The images that you will use for any given lesson are listed at the top of the Lesson Plan page.

Images on the Resource CD may be printed out or projected on a board. Most classrooms have some type of interactive whiteboard or projector screen, and this is probably the easiest way to use the images. If your students have laptops or notebook devices, you can share the images on the Resource CD with them electronically.



Procedure for Calendar Activities

This section lists the calendar activities that are incorporated into Sonrisas Levels I and II. This list can be your guide for doing optional calendar activities in the Calendar Time segment of Level III lessons. You may also wish to purchase the Sonrisas Calendar Time Curriculum, a supplementary guide that provides more detailed and robust activities for Calendar Time. You can find out more about it on our website: **SonrisasSpanish.com**.

The Calendar Time activities listed here are divided by activities that can be done completely orally and activities that can incorporate writing. Most of the activities include songs that can be found on the Sonrisas and Canciones Culturales CDs. (These CDs can also be purchased on our website.)

The Calendar Time activities include:

1. El día de la semana
2. El mes y la fecha
3. Las estaciones
4. El tiempo
5. Los números
6. La hora
7. El alfabeto/la letra del día
8. El país del día

El día de la semana

Oral

- Start by reciting “El tren de los días de la semana.” (Sonrisas CD, track #27)
- Say to students, “¿Qué día es hoy? Hoy es lunes.” Have students repeat, “Hoy es lunes.”
- Begin asking individual students, “¿Qué día es hoy?” Have the student answer appropriately.

Written

- On the board write the question, “¿Qué día es hoy?” Underneath the question write, “Hoy es ____.”
- Ask students the question. When you get the correct answer, fill in the blank.
- After several weeks of doing this, have a student come up to the board and fill in the blank after you ask the question.
- Then you can have a student come up to the board, ask the question, and then fill in the blank.

- As a final step, you can have a student write the question and the answer with the blank, ask the question, and fill in the blank.
- Include a circling activity for the day of the week.

El mes y la fecha

Oral

- Perform “El juego de cumpleaños” (Canciones Culturales CD, track #9.)
- Say to students, “¿Cuál es el mes? Es ____.” Have students repeat, “Es ____.”
- Begin asking individual students, “¿Cuál es el mes?” Have the student answer appropriately.

Written

- On the board write the question, “¿Cuál es la fecha?” Underneath the question write, “Es el ____ de ____, 20__.”
- Say to students, “¿Cuál es la fecha? Es el ____ de ____, 20__.” Have students repeat, “Es el ____ de ____, 20__.”
- Begin asking individual students the question. When you get the correct answer, fill in the blank.
- After several weeks of doing this, have a student come up to the board and fill in the blank after you ask the question.
- Then you can have a student come up to the board, ask the question, and fill in the blank.
- As a final step, you can have a student write the question and the answer with the blank, ask the question, and fill in the blank.
- Include a circling activity for the date.

Las estaciones

Oral

- Recite this short verse about the seasons:
 - En el invierno hace frío* (cross your arms and shiver)
 - En la primavera crecen las flores* (bring hands from ground towards sky)
 - En el verano hace calor* (fan yourself)
 - Y en el otoño caen las hojas* (sway hands back and forth down to the ground)
- Say, “¿Cuál es la estación? Es el/la ____.” Have students repeat, “Es el/la ____.”
- Begin asking individual students, “¿Cuál es la estación?” Have the student answer appropriately.

Written

- On the board write the question, “¿Cuál es la estación?” Underneath the question write,

“Es ____.”

- Ask students the question. When you get the correct answer, fill in the blank.
- After several weeks of doing this, have a student come up to the board and fill in the blank after you ask the question.
- Then you can have a student come up to the board, ask the question, and fill in the blank.
- As a final step, you can have a student write the question and the answer with the blank, ask the question, and fill in the blank.
- Include a circling activity for the season.

El tiempo

Oral

- Sing “Había un chorrito” (Sonrisas CD, track #11.)
- Recite a verse about weather:
 - *¿Qué tiempo hace?* (shrug shoulders, palms up)
 - *A veces hace frío* (cross arms and shiver)
 - *A veces hace calor* (fan yourself)
 - *A veces hace fresco* (thumbs up)
 - *A veces hace viento* (sway arms back and forth)
 - *A veces está lloviendo* (bring fingers from sky to ground quickly)
 - *A veces está nevando* (form an imaginary snowball with hands)
 - *A veces está nublado* (form a cloud shape with hands)
 - *A veces hace sol* (form a giant sun shape with arms above head)
- Say to students, “*¿Qué tiempo hace? Hace sol*” (form sun shape with arms above head), “*hace viento*” (sway arms back and forth), “*y hace fresco*” (put your thumbs up). Of course, report whatever your weather is actually doing. Have students repeat.
- Begin asking individual students, “*¿Qué tiempo hace?*” Have the student answer appropriately.
- You can also say to students, “*Mira por la ventana. ¿De qué color es el cielo? El cielo es azul.*”
- Once students have become accustomed to this question, begin asking individual students, “*Mira por la ventana. ¿De qué color es el cielo?*” Have the student answer appropriately.

Written

- On the board write the question, “*¿Qué tiempo hace?*” Underneath the question write, “*Hace ____.*”
- Ask students the question. When you get the correct answer, fill in the blank.
- After several weeks of doing this, have a student come up to the board and fill in the blank after you ask the question.
- Then you can have a student come up to the board, ask the question, and fill in the blank.

- As a final step, you can have a student write the question and the answer with the blank, ask the question, and fill in the blank.
- Include a circling activity for the weather.

Los números

Oral

- Sing one to several of the following songs:
 - “Uno, dos, tres, cha cha cha” (Sonrisas CD, track #6)
 - “Un elefante” (Sonrisas CD, track #7)
 - “Bate, bate, chocolate” (Sonrisas CD, track #8)
 - “Diez gatitos” (Sonrisas CD, track #9)
 - “Era una vez” (Canciones Culturales CD, track #1)
 - “Los deditos” (Canciones Culturales CD, track #5)
- Once students are comfortable counting to ten in Spanish, to the same tune as “Uno, dos, tres, cha cha cha,” add counting for the numbers eleven through twenty.
- Once students are comfortable counting to twenty in Spanish, add a counting-by-tens activity:
- Before you begin counting, have students find the following rhythm:
 - slap! (slap hands on lap)
 - clap! (clap hands together)
 - snap! (snap left hand fingers)
 - snap! (snap right hand fingers)
- Once all students have the rhythm, at the snaps, say each number. The rhythm will be:
 - ¡slap! ¡clap! “¡diez!”*
 - ¡slap! ¡clap! “¡veinte!”*
 - ¡slap! ¡clap! “¡treinta!”*
 - ¡slap! ¡clap! “¡cuarenta!”*
 - ¡slap! ¡clap! “¡cincuenta!”*
 - ¡slap! ¡clap! “¡sesenta!”*
 - ¡slap! ¡clap! “¡setenta!”*
 - ¡slap! ¡clap! “¡ochenta!”*
 - ¡slap! ¡clap! “¡noventa!”*
 - ¡slap! ¡clap! “¡cien!”*
- Once your students are comfortable with this activity, add counting-by-tens backwards, from 100 to zero.

La hora

Written

- On the board write, “¿Qué hora es?” Underneath the question write, “Son las ____ . ____” (In the second blank write the time numerically.)
- Ask students the question. When you get the correct answer, fill in the blanks.
- After several weeks of doing this, have a student come up to the board and fill in the blanks after you ask the question.
- Then you can have a student come up to the board, ask the question, and fill in the blanks.
- As a final step, you can have a student write the question and the answer with the blanks, ask the question, and fill in the blanks.
- Include a circling activity for the time.
- You can add in more time vocabulary when appropriate:

1:15 *Es la una y cuarto.*

2:30 *Son las dos y media.*

2:50 *Son las tres menos diez.*

12:00 *Es mediodía (medianoche).*

4:00 *Son las cuatro en punto.*

por la mañana (tarde, noche)

Note: We recommend that you purchase a copy of *Albertina anda arriba*, by Nancy Maria Grande Tabor, for this activity. It is included in the Sonrisas Level II Storybook Set, or you can purchase it individually in the Bookstore on our website: Sonrisasspanish.com.

El alfabeto/La letra del día

Written

- On the board write, “La letra del día es ‘A, a’” with a different letter from the alphabet each day. Point to it and say, “Esta es la letra ‘A, a’.”
- Point to individual students and ask them if their name has the letter. Ask, “¿Emilia tiene la ‘a’?” or “¿Ricardo tiene la ‘a’?” Have students answer appropriately.
- Turn to the page in *Albertina anda arriba* with the letter A. Read the sentence and do the activities from the A page. Point to different pictures that begin with the letter A and say them.
- Write the words that begin with ‘A’ on the board.
- Ask students, “¿Qué otras palabras comienzan con ‘A’?” Write words that they think of on the board, or have students write their own ‘A’ words on the board.

El país del día

Written

- On the board write, “*El país del día es Argentina.*” (Introduce a different Spanish-speaking country each lesson.)
- Use a globe or post a world map on the wall. Ask class, “*¿Quién puede encontrar Argentina en el mundo?*” Have a student find it and point to it on the map or globe.
- Bring in a flag from the country of the day. Ask questions about the flag:
 - “*¿De qué color es la bandera de Argentina?*”
 - “*¿Cuáles formas tiene la bandera de Argentina?*”
- Once you have taught several countries, ask questions that compare and contrast the countries:
 - “*¿Cuál país es más grande? ¿Argentina o Costa Rica?*”
 - “*¿Cuál país es una isla? ¿España o Cuba?*”
- Teach students the cardinal directions in Spanish. Then ask questions that pertain to the location of the country of the day:
 - “*¿Argentina está al norte o al sur de los Estados Unidos?*”
 - “*¿Argentina está al este o al oeste del Océano Atlántico?*”

La primaria en México

Unit Overview

1

Learning Target

Students use the language and grammar concepts to investigate the similarities and differences between elementary school in Mexico and their country.

Performance Targets

- Students comprehend affirmative commands in order to carry out physical actions.
- Students use the verb *haber* to provide information about the similarities and differences between elementary school in Mexico and their country.
- Students use subject pronouns to provide information about the similarities and differences between elementary school in Mexico and their country.

Unit Guide



TPR: Because this is your first TPR segment with your students, remember to explain what is expected (see page 22). You are establishing a routine here, so go slowly and make sure students understand how it works. Emphasize the affirmative commands and remember not to translate.

Culture: In the discussion, include any experience you have had with elementary education in Mexico or any other country.

Grammar: Although subject pronouns are not frequently used in Spanish, learning them provides foundational knowledge for verb conjugation. Be sure to emphasize #5 in the grammar lesson.

TPRS Story: Make sure to take your time with this first story and establish the routine (see page 24). Because the story incorporates subject pronouns, be sure to identify them or alternatively, have students identify them for you.

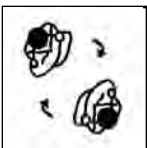
Communication Strategy: You may want to prepare a list of cognates and false cognates ahead of time for this discussion.

Grammar



Affirmative commands
Use of *haber*
Subject pronouns

Communication Strategy



Using cognates

1.1

La primaria en México

Resource CD Images: Unit 1: Culture Introduction 1–4

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- In this first lesson, explain the TPR process and what is expected of students.
- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”.*
- *Toma el lápiz (o pluma, o plumón). Escribe tu nombre en la cubierta del cuaderno. Escribe “Español” en la cubierta del cuaderno.*
- *Abre el cuaderno en la primera página. Escribe la fecha en la página.*

3. Spelling Activity

- *abre, bien, clase, chivo, dos, and es*

4. Culture Introduction

- Tell students they are going to be learning about the similarities and differences between elementary school in Mexico and their country.
- Display the images (see Resource CD images) on the board.
- Questions for discussion:
 1. What similarities do you see between the physical features of your school/classroom and the Mexican schools/classrooms in the images?
 2. What differences do you see?
 3. What classroom materials do you see that are similar to the ones in your school?
 4. What materials do you see that are different?
 5. Do you know anyone who attends or attended school in Mexico? Have you talked to them about their experience?
- Tell students they are going to use Spanish to make a list of the similarities and differences between elementary school in Mexico and their country.

1.2

La primaria en México

Resource CD Images: Unit 1: Grammar Lesson 1

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”.*
- *Toma el lápiz (o pluma, o plumón). Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *fecha, gato, hace, idea, jefe, and lápiz*

4. Grammar Lesson

- Display Grammar Lesson 1 on the board (see Resource CD images) and/or have students open their portfolios to page 4.
- Review the information in Grammar Lesson 1 (see next page) and do the practice orally with students.
- Have students complete Grammar Exercise 1 in the Student Portfolio or assign it for homework.
- Monitor and facilitate.

Subject Pronouns

SUBJECT PRONOUNSSingular Forms**yo** = I**tú** = you (familiar)**usted (Ud.)** = you (formal)**él** = he**ella** = shePlural Forms**nosotros** = we (masculine)**nosotras** = we (feminine)**vosotros** = you (masculine, Spain)**vosotras** = you (feminine, Spain)**ustedes (Uds.)** = you (Latin America)**ellos** = they (masculine)**ellas** = they (feminine)

1. A subject pronoun takes the place of the name or title of a person or thing that is the subject of a sentence.

Examples: *La niña se llama Carla. → **Ella** se llama Carla.*
*El gato es negro. → **Él** es negro.*
*Juan y Antonio tienen lápices. → **Ellos** tienen lápices.*

2. There are two subject pronouns that mean *you*—**tú** and **usted**. Use **tú** when you are talking to someone with whom you have a familiar relationship, such as a friend or family member. Use **usted** when you are talking to someone with whom you have a more formal relationship, such as a teacher, coach, or someone older than you are.
3. **Vosotros** and **vosotras** are mainly used in Spain for both the formal and familiar plural of *you*, but they are not used in Latin America. In Latin America, **ustedes** is used for both the formal and informal plural of *you*.
4. **Usted** and **ustedes** are abbreviated as **Ud.** and **Uds.**
5. It isn't always necessary to use the subject pronoun because the verb ending indicates the person or thing that is doing the action; however, the subject pronoun can be used for clarifying the subject.

Examples: *La niña se llama Carla. → **Se** llama Carla. = She is named Carla.*
*El gato es negro. → **Es** negro. = It is black.*
*Juan y Antonio tienen lápices. → **Tienen** lápices. = They have pencils.*
***Yo** no tengo lápices. **Ellos** tienen lápices. = I don't have pencils. **They** have pencils.*

Subject Pronouns

Practice

Change the subject of each sentence to a subject pronoun.

1. *Roberto tiene mucho dinero.* → _____ *tiene mucho dinero.*
2. *Elizabeth necesita un lápiz.* → _____ *necesita un lápiz.*
3. *Jason y yo vamos al parque.* → _____ *vamos al parque.*
4. *Zoe y Paula comen muchos dulces.* → _____ *comen muchos dulces.*
5. *David y usted cantan bien.* → _____ *cantan bien.*

1

TPRS Story—El cuento de _____

The Story

Part 1

Hay un/a A.
 Él/Ella se llama B.
B vive en C.
B quiere un gato extraño.
 En C no hay un gato extraño.
B viaja a D.

Part 2

En D hay E gatos.
 Son gatos normales.
 Ellos tienen F.
 En D no hay gatos extraños.
B viaja a G.

Part 3

En G hay H gatos.
 Son gatos extraños.
 Ellos tienen I.
B lleva un gato extraño a C.
 Ahora, B está J porque tiene un gato extraño.

Vocabulary

Part 1

hay = there is/there are
 niño/niña = boy/girl
 Él/Ella se llama = He/she is named (calls himself/herself)
 vive en = lives in
 quiere un gato extraño = wants a strange cat
 viaja a = travels to

Part 2

hay = there is/there are
 son gatos normales = they are normal cats
 ellos tienen = they have
 viaja a = travels to

Part 3

hay = there is/there are
 son gatos extraños = they are strange cats
 ellos tienen = they have
 lleva un gato extraño a = takes a strange cat to
 ahora = now
 está ___ porque tiene = is ___ because he/she has

Story Guide

A = _____

H = _____

B = _____

I = _____

C = _____

J = _____

D = _____

E = _____

F = _____

G = _____

1.3

La primaria en México

Resource CD Images: Unit 1: Part 1 Vocabulary**1. Calendar Time**

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”. Levanta el lápiz. Baja el lápiz.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”. Levanta el cuaderno. Baja el cuaderno.*
- *Toma el cuaderno. Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *mira, nube, oso, primera, quiere, and ropa*

4. TPRS Story Part 1

- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD images).
- Have students write the vocabulary in their notebooks.
- Pre-teach the vocabulary by saying each word, having students repeat the word, then saying its meaning.
- Write the first sentence of the story on the board. Then follow the first set of directions for “asking” Part 1 of the story (see next page).
- Before each set of directions, write the corresponding sentence on the board. As students provide the details for the story, fill in the blanks for each sentence.
- Use the Story Guide to keep track of the details of the story.
- Complete the directions for “asking” Part 1 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story—as it is written so far—to students.
- Write the title of the story on the board (*El cuento de B*). Have students write the title of the story in their notebooks. Then have them copy the sentences from the story that you worked on in this lesson in their notebooks.
- When students finish writing the sentences, have them partner up and read the sentences to their partner.
- As students are reading the sentences to their partners, check for comprehension by asking questions about the story using the vocabulary structures from the story.
- Tell students that you will continue with Part 1 of the story in the next lesson.
- Have students draw an optional picture of the story (see page 27).

1.3

La primaria en México

Vocabulary:

hay = there is/there are

niño/niña = boy/girl

Él/Ella se llama = He/she is named (calls himself/herself)

vive en = lives in

quiere un gato extraño = wants a strange cat

viaja a = travels to

Story: El cuento de B—parte 1

Hay un/a A.

Él/Ella se llama B.

B vive en C.

B quiere un gato extraño.

En C no hay un gato extraño.

B viaja a D.

Story Guide

A = _____

B = _____

C = _____

D = _____

Directions for “asking” the story:

Write the sentence on the board: *Hay un/a* ____.

1. *Clase, en el cuento, ¿qué hay? (¿un niño o una niña?)* (Whatever they choose = A.)
2. *Muy bien clase, hay un/a A.*
3. *María, ¿hay un/a A? (¿Sí o no?)*
4. *Muy bien María, hay un/a A.*
5. *Juan, ¿hay un/a A o hay un/a ____? (Choose the opposite gender.)*
6. *Muy bien Juan, hay un/a A.*
7. *Ana, ¿hay un/a ____? (Choose the opposite gender.)*
8. *Tienes razón Ana, no hay un/a ____ . Hay un/a A.*

Write the sentence on the board: *Él/Ella se llama* ____.

1. *Clase, ¿cómo se llama él/ella? (Whatever they choose = B.)*
2. *Muy bien, él/ella se llama B.*
3. *María, ¿él/ella se llama B? (¿Sí o no?)*
4. *Muy bien María, él/ella se llama B.*
5. *Juan, ¿él/ella se llama B o se llama ____? (Choose another name.)*
6. *Muy bien Juan, él/ella se llama B.*
7. *Ana, ¿él/ella se llama ____? (Choose another name.)*
8. *Tienes razón Ana, él/ella no se llama ____ . Él/Ella se llama B.*

1.3

La primaria en México

Write the sentence on the board: B vive en ____.

1. Clase, ¿dónde vive B? (Wherever they choose = C.)
2. Muy bien, B vive en C.
3. María, ¿B vive en C? (¿Sí o no?)
4. Muy bien María, B vive en C.
5. Juan, ¿B vive en C o vive en ____? (Choose another location.)
6. Muy bien Juan, B vive en C.
7. Ana, ¿B vive en ____? (Choose another location.)
8. Tienes razón Ana, B no vive en ____ . B vive en C.

1.4

La primaria en México

Resource CD Images: Unit 1: Part 1 Vocabulary**1. Calendar Time**

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”. Levanta el lápiz. Baja el lápiz.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”. Levanta el cuaderno. Baja el cuaderno.*
- *Toma el cuaderno. Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *seis, tarde, una, vive, ya, and zona*

4. TPRS Story Part 1

- Continue where you left off with Part 1 of the story.
- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD images).
- Write the sentences from Part 1 that you worked on in the last lesson.
- Write the next sentence of the story on the board. Then follow the directions for “asking” Part 1 of the story (see next page).
- Before each set of directions, write the corresponding sentence on the board. As students provide the details for the story, fill in the blanks for each sentence.
- Use the Story Guide to keep track of the details of the story.
- Complete the directions for “asking” Part 1 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story—as it is written so far—to students.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 1 in the previous lesson, under the title, *El cuento de B*.
- When students finish writing the sentences, have them partner up and read the sentences to their partner.
- As students are reading the sentences to their partners, check for comprehension by asking questions about the story using the vocabulary structures from the story.
- Have students draw an optional picture of the story (see page 27).

1.4

La primaria en México

Vocabulary:

hay = there is/there are

niño/niña = boy/girl

Él/Ella se llama = He/she is named (calls himself/herself)

vive en = lives in

quiere un gato extraño = wants a strange cat

viaja a = travels to

Story: El cuento de B—parte 1

Hay un/a A.

Él/Ella se llama B.

B vive en C.

B quiere un gato extraño.

En C no hay un gato extraño.

B viaja a D.

Story Guide

A = _____

B = _____

C = _____

D = _____

Directions for “asking” the story:

Write the sentence on the board: B quiere un gato extraño.

1. María, ¿B quiere un gato extraño? (¿Sí o no?)
2. Muy bien María, B quiere un gato extraño.
3. Juan, ¿B quiere un gato extraño o B quiere un gato normal?
4. Muy bien Juan, B quiere un gato extraño.
5. Ana, ¿B quiere un gato normal?
6. Tienes razón Ana, B no quiere un gato normal. B quiere un gato extraño.

Write the sentence on the board: En C no hay un gato extraño.

1. María, ¿en C hay un gato extraño? (¿Sí o no?)
2. Muy bien María, en C no hay un gato extraño.
3. Juan, ¿en C hay un gato extraño o no hay un gato extraño?
4. Muy bien Juan, en C no hay un gato extraño.
5. Ana, ¿en C hay un gato extraño, verdad?
6. Tienes razón Ana, en C no hay un gato extraño.

Write the sentence on the board: B viaja a ____.

1. Clase, ¿a dónde viaja B? (Wherever they choose = D.)

1.4

La primaria en México

2. *Muy bien, B viaja a D.*
3. *María, ¿B viaja a D? (¿Sí o no?)*
4. *Muy bien María, B viaja a D.*
5. *Juan, ¿B viaja a D o viaja a ___? (Choose another location.)*
6. *Muy bien Juan, B viaja a D.*
7. *Ana, ¿B viaja a ___? (Choose another location.)*
8. *Tienes razón Ana, B no viaja a ___. B viaja a D.*

La primaria en México

Resource CD Images: Unit 1: Part 2 Vocabulary

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”. Levanta el lápiz. Baja el lápiz.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”. Levanta el cuaderno. Baja el cuaderno.*
- *Toma el cuaderno. Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *niño, niña, llave, llano, ellos, and pollo*

4. TPRS Story Part 2

- Before you begin Part 2, review Part 1 by circling briefly with the sentences from Part 1. (See page 26 for more about circling.)
- Write the vocabulary on the board or display it from the Resource CD (see Resource CD images).
- Have students write the vocabulary (see next page) in their notebooks.
- Pre-teach the vocabulary by saying each word, having students repeat the word, then saying its meaning.
- Write the first sentence of the story on the board. Then follow the first set of directions for “asking” Part 2 of the story (see next page).
- Before each set of directions, write the corresponding sentence on the board. As students provide the details for the story, fill in the blanks for each sentence.
- Use the Story Guide to keep track of the details of the story.
- Complete the directions for “asking” Part 2 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story—as it is written so far—to students.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 1 in the previous lesson, under the title *El cuento de B.*
- When students finish writing the sentences, have them partner up and read the sentences to their partner.
- As students are reading the sentences to their partners, check for comprehension by asking questions about the story using the vocabulary structures from the story.
- Tell students that you will continue with Part 2 of the story in the next lesson.
- Have students draw an optional picture of the story (see page 27).

1.5

La primaria en México

Vocabulary:

hay = there is/there are

son gatos normales = they are normal cats

ellos tienen = they have

viaja a = travels to

Story: El cuento de B—parte 2

En D hay E gatos.

Son gatos normales.

Ellos tienen F.

En D no hay gatos extraños.

B viaja a G.

Story Guide

E = _____

F = _____

G = _____

Directions for “asking” the story:

Write the sentence on the board: En D hay ___ gatos.

1. Clase, en D, ¿cuántos gatos hay? (Whatever they choose = E.)
2. Muy bien clase, en D hay E gatos.
3. María, ¿hay E gatos en D? (¿Sí o no?)
4. Muy bien María, hay E gatos en D.
5. Juan, ¿en D hay E gatos o hay ___ gatos? (Choose another number.)
6. Muy bien Juan, en D hay E gatos.
7. Ana, ¿en D hay ___ gatos? (Choose another number.)
8. Tienes razón Ana, en D no hay ___ gatos. Hay E gatos.

Write the sentence on the board: Son gatos normales.

1. María, ¿son gatos normales? (¿Sí o no?)
2. Muy bien María, son gatos normales.
3. Juan, ¿son gatos normales o son gatos extraños?
4. Muy bien Juan, son gatos normales.
5. Ana, ¿son gatos extraños?
6. Tienes razón Ana, no son gatos extraños. Son gatos normales.

1.5

La primaria en México

Write the sentence on the board: *Ellos tienen* ____.

1. *Clase, ¿qué tienen ellos?* (Prompt them to suggest a body part of a cat.) (Whatever they choose = F.)
2. *Muy bien, ellos tienen F.*
3. *María, ¿ellos tienen F?* (¿Sí o no?)
4. *Muy bien María, ellos tiene F.*
5. *Juan, ¿ellos tienen F o ellos tienen ____?* (Choose a body part of a cat.)
6. *Muy bien Juan, ellos tienen F.*
7. *Ana, ¿ellos tienen ____?* (Choose a body part of a cat.)
8. *Tienes razón Ana, ellos no tienen ____.* *Ellos tienen F.*

1.6

La primaria en México

Resource CD Images: Unit 1: Part 2 Vocabulary**1. Calendar Time**

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”. Levanta el lápiz. Baja el lápiz.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”. Levanta el cuaderno. Baja el cuaderno.*
- *Toma el cuaderno. Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *carro, arroz, perro, pero, año, and baño*

4. TPRS Story Part 2

- Continue where you left off with Part 2 of the story.
- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD images).
- Write the sentences from Part 2 of the story that you worked on in the last lesson.
- Write the next sentence of the story on the board. Then follow the directions for “asking” Part 2 of the story (see next page).
- Before each set of directions, write the corresponding sentence on the board. As students provide the details for the story, fill in the blanks for each sentence.
- Use the Story Guide to keep track of the details of the story.
- Complete the directions for “asking” Part 2 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story—as it is written so far—to students.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 2 in the previous lesson, under the title *El cuento de B*.
- When students finish writing the sentences, have them partner up and read the sentences to their partner.
- As students are reading the sentences to their partners, check for comprehension by asking questions about the story using the vocabulary structures from the story.
- Have students draw an optional picture of the story (see page 27).

1.6

La primaria en México

Vocabulary:

hay = there is/there are

son gatos normales = they are normal cats

ellos tienen = they have

viaja a = travels to

Story: El cuento del gato—parte 2

En D hay E gatos.

Son gatos normales.

Ellos tienen F.

En D no hay gatos extraños.

B viaja a G.

Story Guide

E = _____

F = _____

G = _____

Directions for “asking” the story:

Write the sentence on the board: *En D no hay gatos extraños.*

1. *María, ¿en D hay gatos extraños? (¿Sí o no?)*
2. *Muy bien María, en D no hay gatos extraños.*
3. *Juan, ¿en D no hay gatos extraños o no hay gatos normales?*
4. *Muy bien Juan, en D no hay gatos extraños.*
5. *Ana, ¿en D hay gatos extraños, verdad?*
6. *Tienes razón Ana, en D no hay gatos extraños.*

Write the sentence on the board: *B viaja a ____.*

1. *Clase, ¿a dónde viaja B? (Wherever they choose = G.)*
2. *Muy bien, B viaja a G.*
3. *María, ¿B viaja a G? (¿Sí o no?)*
4. *Muy bien María, B viaja a G.*
5. *Juan, ¿B viaja a G o viaja a ____? (Choose another location.)*
6. *Muy bien Juan, B viaja a G.*
7. *Ana, ¿B viaja a ____? (Choose another location.)*
8. *Tienes razón Ana, B no viaja a ____ . B viaja a G.*

La primaria en México

Resource CD Images: Unit 1: Part 3 Vocabulary

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”. Levanta el lápiz. Baja el lápiz.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”. Levanta el cuaderno. Baja el cuaderno.*
- *Toma el cuaderno. Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *ahora, baja, cuaderno, dulce, extraño, and falta*

4. TPRS Story Part 3

- Before you begin Part 3, review Parts 1 and 2 by circling briefly with the sentences from Parts 1 and 2. (See page 26 for more about circling.)
- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD images).
- Have students write the vocabulary in their notebooks.
- Pre-teach the vocabulary by saying each word, having students repeat the word, then saying its meaning.
- Write the first sentence of the story on the board. Then follow the first set of directions for “asking” Part 3 of the story (see next page).
- Before each set of directions, write the corresponding sentence on the board. As students provide the details for the story, fill in the blanks for each sentence.
- Use the Story Guide to keep track of the details of the story.
- Complete the directions for “asking” Part 3 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story—as it is written so far—to students.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 2 in the previous lesson, under the title *El cuento de B.*
- When students finish writing the sentences, have them partner up and read the sentences to their partner.
- As students are reading the sentences to their partners, check for comprehension by asking questions about the story using the vocabulary structures from the story.
- Tell students that you will continue with Part 3 of the story in the next lesson.
- Have students draw an optional picture of the story (see page 27).

1.7

La primaria en México

Vocabulary:

hay = there is/there are

son gatos extraños = they are strange cats

ellos tienen = they have

lleva un gato extraño a = takes a strange cat to

ahora = now

está ___ porque tiene = is ___ because he/she has

Story: El cuento del gato—parte 3

En G hay H gatos.

Son gatos extraños.

Ellos tienen I.

B lleva un gato extraño a C.

Ahora, B está J porque tiene un gato extraño.

Story Guide

H = _____

I = _____

J = _____

Directions for “asking” the story:

Write the sentence on the board: *En G hay ___ gatos.*

1. *Clase, en G, ¿cuántos gatos hay? (Whatever they choose = H.)*
2. *Muy bien clase, en G hay H gatos.*
3. *María, ¿en G hay H gatos? (¿Sí o no?)*
4. *Muy bien María, en G hay H gatos.*
5. *Juan, ¿en G hay H gatos o hay ___ gatos? (Choose another number.)*
6. *Muy bien Juan, en G hay H gatos.*
7. *Ana, ¿hay ___ gatos? (Choose another number.)*
8. *Tienes razón Ana, no hay ___ gatos. Hay H gatos.*

Write the sentence on the board: *Son gatos extraños.*

1. *María, ¿son gatos extraños? (¿Sí o no?)*
2. *Muy bien María, son gatos extraños.*
3. *Juan, ¿son gatos extraños o son gatos normales?*
4. *Muy bien Juan, son gatos extraños.*
5. *Ana, ¿son gatos normales?*
6. *Tienes razón Ana, no son gatos normales. Son gatos extraños.*

1.7

La primaria en México

Write the sentence on the board: *Ellos tienen* ____.

1. *Clase, ¿qué tienen ellos?* (Prompt them to suggest a body part that a cat doesn't have.)
(Whatever they choose = I.)
2. *Muy bien, ellos tienen I.*
3. *María, ¿ellos tienen I? (¿Sí o no?)*
4. *Muy bien María, ellos tienen I.*
5. *Juan, ¿ellos tienen I o ellos tienen ____?*
6. *Muy bien Juan, ellos tienen I.*
7. *Ana, ¿ellos tienen ____?*
8. *Tienes razón Ana, ellos no tienen ____.* *Ellos tienen I.*

1.8

La primaria en México

Resource CD Images: Unit 1: Part 3 Vocabulary**1. Calendar Time**

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- *Toma el lápiz. Mira el lápiz. Di “Es mi lápiz”. Levanta el lápiz. Baja el lápiz.*
- *Toma el cuaderno. Mira el cuaderno. Di “Es mi cuaderno”. Levanta el cuaderno. Baja el cuaderno.*
- *Toma el cuaderno. Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *gente, hermano, isla, joven, libro, and muerto*

4. TPRS Story Part 3

- Before you continue Part 3, review Parts 1 and 2 by circling briefly with the sentences from Parts 1 and 2. (See page 26 for more about circling.)
- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD images).
- Write the sentences from Part 3 that you worked on in the last lesson.
- Write the next sentence of the story on the board. Then follow the directions for “asking” Part 3 of the story (see next page).
- Before each set of directions, write the corresponding sentence on the board. As students provide the details for the story, fill in the blanks for each sentence.
- Use the Story Guide to keep track of the details of the story.
- Complete the directions for “asking” Part 3 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story to students.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 3 in the previous lesson, under the title *El cuento de B*.
- When students finish writing the sentences, have them partner up and read the sentences to their partner.
- As students are reading the sentences to their partners, check for comprehension by asking questions about the story using the vocabulary structures from the story.
- Have students act out the story (you may wish to do this in another class session).
- Have students draw an optional picture of the story (see page 27).

1.8

La primaria en México

Vocabulary:

hay = there is/there are

son gatos extraños = they are strange cats

ellos tienen = they have

lleva un gato extraño a = takes a strange cat to

ahora = now

está ___ porque tiene = is ___ because he/she has

Story: El cuento del gato—parte 3

En G hay H gatos.

Son gatos extraños.

Ellos tienen I.

B lleva un gato extraño a C.

Ahora, B está J porque tiene un gato extraño.

Story Guide

H = _____

I = _____

J = _____

Directions for “asking” the story:

Write the sentence on the board: B lleva un gato extraño a C.

1. María, ¿B lleva un gato extraño a C? (¿Sí o no?)
2. Muy bien María, B lleva un gato extraño a C.
3. Juan, ¿B lleva un gato extraño a C, o ___ lleva un gato extraño a C? (Choose a student or celebrity.)
4. Muy bien Juan, B lleva un gato extraño a C.
5. Ana, ¿B lleva un gato extraño a ___? (Choose a different location.)
6. Tienes razón Ana, B no lleva un gato extraño a ___. B lleva un gato a C.

Write the sentence on the board: Ahora B está ___ porque tiene un gato extraño.

1. Clase, ¿cómo está B ahora? (Whatever they choose = J.)
2. Muy bien, ahora B está J.
3. María, ¿ahora B está J? (¿Sí o no?)
4. Muy bien María, ahora B está J.
5. Juan, ¿ahora B está J o B está ___? (Choose another emotion.)
6. Muy bien Juan, ahora B está J.
7. Ana, ¿ahora B está ___? (Choose another emotion.)
8. Tienes razón Ana, ahora B no está ___. Ahora B está J.

1.8

La primaria en México

Refer to the same sentence: Ahora B está J porque tiene un gato extraño.

1. Clase, ¿por qué B está J ahora?
2. Muy bien, ahora B está J porque tiene un gato extraño.
3. María, ¿ahora B está J porque tiene un gato extraño? (¿Sí o no?)
4. Muy bien María, ahora B está J porque tiene un gato extraño.
5. Juan, ¿ahora B está J porque tiene un gato extraño o B está N porque ___?
(Choose another reason.)
6. Muy bien Juan, ahora B está J porque tiene un gato extraño.
7. Ana, ¿ahora B está J porque ___? (Choose another reason.)
8. Tienes razón Ana, ahora B no está J porque ___. Ahora B está J porque tiene un gato extraño.

1.9

La primaria en México

Resource CD Images: Unit 1: Using Cognates

1. Calendar Time

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- Review previous TPR from Unit 1.

3. Spelling Activity

- *nariz, ojo, padre, quema, recreo, and sal*

4. Communication Strategy

- Display the communication strategy information about using cognates (see Resource CD images) on the board and/or have students open their portfolios to page 6.
- Review the information on the Communication Strategy page (see next page).
- Questions for discussion:
 1. Why do you think we have cognates?
 2. Why do you think we have so many Spanish/English cognates?
 3. Do you think English shares cognates with other languages? Which ones?
 4. What are some other Spanish/English cognates that you can think of?
- Make a list of the other cognates that students suggest.

CS1

Using Cognates

Cognates are words that have similar meanings and spellings in two or more languages. Spanish and English share many cognates. Cognates can be very useful when you are reading Spanish; for example, you can look for cognates as you're reading and use them to help you understand the general meaning. Some examples of Spanish and English cognates are:

accidente = accident

clase = class

familia = family

sorpresa = surprise

totalmente = totally

Beware of false cognates. These are words that may look alike, but they do not have the same meaning in Spanish and English. Some examples of Spanish and English false cognates are:

campo = countryside (not camp)

largo = long (not large)

éxito = success (not exit)

ropa = clothing (not rope)

sopa = soup (not soap)

pie = foot (not pie)

hay = there is/are (not hay)

1.10

La primaria en México

Resource CD Images: Unit 1: Lectura 1**1. Calendar Time**

- Start with greeting and roll call.
- Do calendar activities: day, date, and weather.
- Do optional calendar activities.

2. TPR

- Review previous TPR from Unit 1.

3. Spelling Activity

- *tienen, usted, vida, yuca, zapato, and lluvia*

4. Partner Time

- Display Lectura 1 on the board (see Resource CD images) and/or refer to the next page. If your students do not have individual portfolios, copy or print page 7 from the Student Portfolio for each student.
- Have students open their portfolios to page 8 and read the directions.
- Do Lectura 1:
 1. Read and translate the Lectura by following these steps:
 2. Have a student read the first sentence in Spanish.
 3. Have that student, or a different one, translate the sentence.
 4. Continue until students have read and translated the entire reading.
 5. Circle with selected vocabulary in the Lectura. For example:
 - *¿Ana es una estudiante de la primaria?* (After a student answers, repeat the answer.)
 - *¿Ana es una estudiante de la primaria o de la Universidad?* (After a student answers, repeat the answer.)
 - *¿Ana es una estudiante de la secundaria?* (After a student answers, repeat the answer.)
 6. Continue with this pattern with selected vocabulary.
- Go through the reading with students and identify the subject pronouns.
- Have students complete the next steps in the Partner Time activity.
- Monitor and facilitate.
- Select students to present their lists from the Partner Time activity to the class.

L1

La primaria en México

Vocabulario

la primaria = elementary school

sexto = sixth

lleva = she wears

estudia = she studies

come el almuerzo = she eats lunch

recreo = recess

Ana es una estudiante de la primaria. Ella vive en Cuernavaca, México. En la primaria en México hay seis grados, primero a sexto. Ana está en quinto grado. Ana va a la escuela a las ocho de la mañana. Lleva un uniforme todos los días. Ella estudia matemáticas, español, ciencias, estudios sociales, inglés y arte. Ana come el almuerzo y también tiene el recreo. Ana quiere ser doctora.