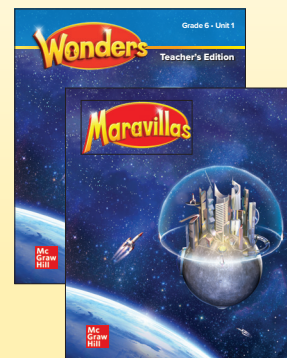
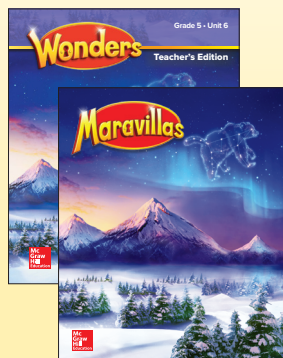
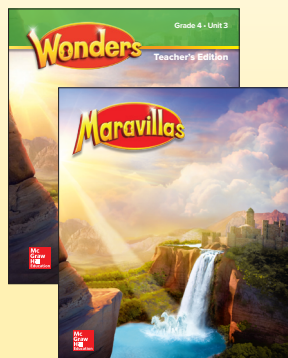
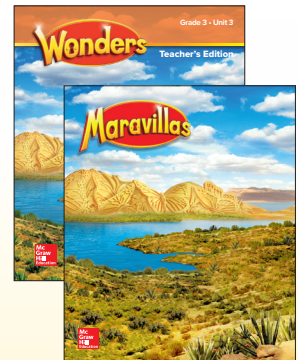
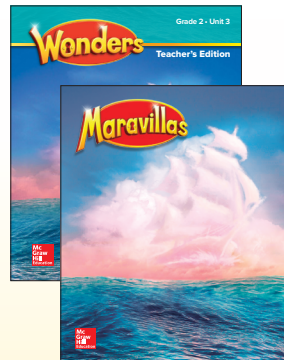
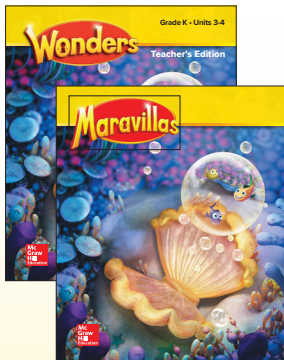


# Wonders Maravillas

## Supporting Your Dual Language Classroom





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Comprehensive, parallel programs for  
Spanish Language Arts and English Language Arts

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Robust resources to fit your  
Dual Language Model

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Unlocking the power of Biliteracy through a holistic  
paired literacy approach, beginning in Kindergarten

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## Dual Language with *Wonders* and *Maravillas*

With *Wonders* and *Maravillas*, Dual Language teachers are provided resources to support the development of literacy through a bilingual/bicultural curriculum and provide a context for all students to develop cognitively, linguistically, and academically through both languages. Students draw upon the two different languages to learn, make meaning, and communicate, engaging in the translanguaging process.

Dual Language planners (examples on following pages), available at each grade level, K–5, provide detail on the daily instruction in both *Wonders* and *Maravillas* side-by-side. Transferable and non-transferable skills from one language to the other are identified. Teachers can easily identify content that they do not have to teach in both languages, allotting more instructional time for the non-transferable skills.



# Dual Language Planners

## Wonders Planner

Grade 1 • Unit 2, Volume 2

Big Concept: Our Community Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers
<b>Unit 2 • Week 1</b>  <b>Jobs Around Town</b>  <b>Essential Question:</b> What jobs need to be done in a community?  <b>Genre Focus:</b> Realistic Fiction	<i>Millie Waits for the Mail</i>  <b>Genre:</b> Fantasy	"Jobs Around Town"  <b>Genre:</b> Informational Text	"Good Job, Ben!"  <b>Genre:</b> Realistic Fiction  <b>Lexile:</b> 130L	<b>Anchor Text:</b> <i>The Red Hat</i>  <b>Genre:</b> Realistic Fiction  <b>Lexile:</b> BR  <b>Paired Selection:</b> "Firefighters at Work"  <b>Genre:</b> Informational Text  <b>Lexile:</b> 290L	<b>Main Selections:</b> ( <b>Genre:</b> Realistic Fiction)  <b>A:</b> <i>Pick Up Day</i> • Lexile: 70L <b>O:</b> <i>Ben Brings the Mail</i> • Lexile: 200L <b>E:</b> <i>Ben Brings the Mail</i> • Lexile: 70L <b>B:</b> <i>At Work with Mom</i> • Lexile: 330L  <b>Paired Selections:</b> ( <b>Genre:</b> Informational Text) <b>A:</b> "The Recycling Center" <b>O:</b> "At the Post Office" <b>E:</b> "At the Post Office" <b>B:</b> "Tools for the School Nurse"

## Maravillas Planner

Grade 1 • Unit 2, Volume 2

Big Concept: Nuestra comunidad Big Idea: ¿Qué forma una comunidad?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers
<b>Unit 2 • Week 1</b>  <b>Trabajos en la ciudad</b>  <b>Essential Question:</b> ¿Qué trabajos se necesitan en una comunidad?  <b>Genre Study:</b> Realistic Fiction	<i>El vecindario de Quinito</i>  <b>Genre:</b> Realistic Fiction	"Los trabajos en la ciudad"  <b>Genre:</b> Informational Text	"Paseo por la comunidad"  <b>Genre:</b> Realistic Fiction  <b>Lexile:</b> 200	<b>Anchor Text:</b> <i>El dedo de Edu</i>  <b>Genre:</b> Realistic Fiction  <b>Lexile:</b> 240  <b>Paired Selection:</b> "Bomberos en acción"  <b>Genre:</b> Informational Text  <b>Lexile:</b> 330	<b>Main Selections:</b> ( <b>Genre:</b> Realistic Fiction)  <b>A:</b> <i>Papeles y latas</i> • Lexile: 180 <b>O:</b> <i>Postales para todos</i> • Lexile: 210 <b>B:</b> <i>Un día divertido</i> • Lexile: 350  <b>Paired Selections:</b> ( <b>Genre:</b> Informational Text) <b>A:</b> "El centro de reciclaje" <b>O:</b> "En el correo" <b>B:</b> "La enfermera de la escuela"

Transferable skills in *Wonders* and *Maravillas*

Non-transferable skills in *Maravillas*



## Wonders Planner

### Grade 1 • Unit 2, Volume 2

Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/ Structural Analysis	Writing and Grammar
<b>Oral Vocabulary Words:</b> occupation, community, equipment, fortunately, astonishing <b>Oral Vocabulary Strategy:</b> Suffixes	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events <b>Text Feature:</b> Labels <b>Author's Craft</b>	<b>Phonemic Awareness:</b> Phoneme Blending, Phoneme Isolation, Phoneme Segmentation	<b>Phonics/Spelling:</b> Short e spelled e and ea <i>Differentiated Spelling Lists available</i> <b>Handwriting:</b> Upper and Lowercase Ee <b>Structural Analysis:</b> Inflectional Ending -ed <b>Decodable Readers:</b> "Ted Gets a Job"; "I Sell Crabs"	<b>Write About the Text:</b> Opinion <b>Grammar:</b> Nouns <b>Mechanics:</b> Commas in a Series

## Maravillas Planner

### Grade 1 • Unit 2, Volume 2

Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/ Structural Analysis	Writing and Grammar
<b>Oral Vocabulary Words:</b> sorprendente afortunadamente habitantes equipamiento ocupación <b>Oral Vocabulary Strategy:</b> Suffixes	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Character, Setting, Events <b>Text Feature:</b> Labels <b>Author's Craft</b>	<b>Phonological Awareness:</b> Phoneme Identity, Build Syllables, Build and Segment Words, Add Syllables, Alliteration	<b>Phonics/Spelling:</b> Words with d <b>Handwriting:</b> Uppercase and lowercase Dd <b>Structural Analysis:</b> Masculine and Feminine <b>Decodable Readers:</b> "¡Donato se empapó!"	<b>Write About the Text:</b> Opinion <b>Grammar:</b> Nouns <b>Mechanics:</b> Commas in a Series

Transferable skills in *Wonders* and *Maravillas*

Non-transferable skills in *Maravillas*

# Bridging from One Language to Another

The Bridge to English lessons in *Maravillas* are available at every grade level. These lessons provide a bridge between the new skills and concepts learned in Spanish and encourage students to explore the similarities and differences in phonics, word formation, syntax, reading, grammar, writing and language use between the two languages. For each of these components, the transferable and non-transferable skills are identified so that you can point out key differences and similarities between Spanish and English with your students. This bridge helps students learning two languages to strengthen their knowledge in both languages.

### Bridge to English

**Essential Question**  
How can you use what you know to help others?

**LANGUAGE OBJECTIVES**  
Show with students their English-learning goals for this lesson.

**VOCABULARY**  
- Learn new key and academic words.  
- Pronounce short and long /consonants/ correctly.

**SPELLING AND PHONICS**  
- Use a graphic organizer to connect events and write sentences.  
- Read a realistic fiction story about a boy who helps his neighbor.

**READING AND LISTENING**  
- Talk about ways that young people can help other people.

**VOCABULARY**  
Key Words: Display the words in Spanish and in English. Ask students if they saw any of these words in the selections they read in this lesson.

Spanish	English	Part of Speech	Definition
inquilino	tenant	noun	a person who pays to live in another's house or apartment
talento	talent	noun	an activity you are very good at
prometer	promise	verb	tell someone you will do something
pacientemente	patiently	adverb	calmly and quietly wait for something

Read the words and their definitions aloud. Point out the cognates. Then say the words in English again and have students repeat them after you. Provide an example in context.

Mr. Valdez is the tenant who lives in the apartment next door.

Use gestures, show pictures, or point to objects to support students' understanding. Write true/false statements on the board, such as: Someone who sings very well has a talent. Say each sentence aloud and ask students if it is true or false.

**Academic Words** Display the words. Tell students they will use these words to talk and write about topics in English.

Spanish	English	Part of Speech	Definition
domicilio	residence	noun	the place where someone lives
logro	achievement	noun	a difficult goal that you have reached

Check students' understanding by asking questions:  
Is what part of this city or town is your achievement located?  
What is an achievement that you are especially proud of?

Have students add the new vocabulary words to their notebooks.

### SPELLING AND PHONICS

**Short / and Long /** Tell students that English vowels can be short or long, unlike in Spanish where vowels are pronounced in the same way. Write the word *bit* on the board. Explain that when we add a *i* to the end of *bit*, we make a new word *bite*. Have students repeat the words after you several times. Point out that in Spanish, most vowel sounds can only be written one way (with the exception of *y/i*). However, in English, vowel sounds can be spelled several different ways. Write on the board:

Short /	Long /
bit, build, firm, pretty	bite, light, life, city, sea

Say the words aloud and have students repeat them after you several times. Then write the words. Tell students to raise their left hand if they hear a word with a short *i* sound or their right hand if they hear the long *i* sound. Read the words aloud randomly. Add some additional words, such as *like, fish, myth, why, milk, king, right*.

### READING

**Teacher Read-Aloud** Distribute copies of Reproducible URG51. Tell students you are going to read the passage aloud. Ask students to listen for any words they learned in the Vocabulary lesson. Read slowly, using the appropriate intonation. Have students follow along as you read.

**Read** Have students read the passage quietly to themselves. Then have them work in pairs to circle any words they know or recognize. Have them underline any words or phrases they don't know. Clarify the meanings as needed.

Ask students if they see any words in the passage that look like Spanish words: *cafeteria, bookstore, mysterious, captain, lawsuit*. Ask questions to check comprehension. What does *Carlos* want to do? Why can't *Brian* play catch with *Carlos*? Where is Mrs. Kent's residence?

Ask students to find words with the short and long sounds and to say them aloud.

Call on a volunteer to read the passage aloud. Use corrective feedback; don't correct pronunciation errors until the student has finished reading.

**Social Language** Write the following words on the board: *doorbell, upstairs, story, actually, author*. Say a sentence using each word in context, but gesture a blank space instead of saying the word. Have students guess the correct word for each sentence. As a challenge, ask volunteers to use the words in their own sentences.

## TEACHER TALK

One word in the selection is *complimenting*. Say it with me: *complimenting*. Follow the vocabulary routine.

- Define:** When you say something nice about someone, you are complimenting that person.  
En español, *complimenting* quiere decir "hacer un cumplido a alguien o decir algo bueno de otra persona".
- Example:** Complimenting me when I do well makes me feel great.  
En español: Me siento bien cuando alguien me hace un cumplido.
- Ask:** If you were complimenting a friend, what would you say?
- The girl in the picture did a good job on her report. The teacher is clapping and complimenting her.

### Vocabulary

Unit 3 Weeks 1 and 2

## complimenting

The Visual Vocabulary Cards in *Wonders* provide the Spanish translations of vocabulary words, definitions, and examples, as well as Spanish cognates as appropriate. Along the way, students compare and contrast the two languages in order to understand that the transfer of knowledge between languages is bidirectional.

## PARTNER TALK

- Imagine that your coach is complimenting your team for playing so well in the game. What might he say? How would this make you and the team feel?
- What are some kinds of things we compliment people for? Talk about it with your partner.
- Your partner will compliment you about something. How do you respond? Now compliment your partner about something.
- Now let's say *complimenting* together three more times: *complimenting, complimenting, complimenting*.



# Support for Your English and Spanish Language Learners

In the Teacher's Edition for *Wonders*, supports for English Language Learners provide language scaffolds matched to the student's proficiency level. The Teacher's Edition features include English Language Learner scaffolds, Spotlight on Language, Spotlight on Idioms, and focused ELL Small Group instructional lessons.

The collage displays several educational resources:

- English Language Learners Scaffold:** A page titled "English Language Learners SCAFFOLD" with sections for "Beginning" and "Intermediate" students, providing strategies for understanding text.
- Spotlight on Language:** A section titled "ELL Spotlight on Language" featuring a text excerpt about John and Libby, with instructions for students to read and mime sentences.
- Enfoque en el lenguaje:** A section titled "Enfoque en el lenguaje" with instructions for students to explain the meaning of the verb "dirigir" and its use in government.
- Text Expository:** A page titled "TEXTO EXPOSITIVO" with a "Vocabulario" section and a "Hacer conexiones" section.
- Access Complex Text:** A section titled "Access Complex Text" with a "Spotlight on Language" section.
- Grammar Connections:** A section titled "Grammar Connections" with a "Spotlight on Language" section.
- Historical Fiction:** A section titled "HISTORICAL FICTION" with a "Spotlight on Language" section.

Likewise, in the Teacher's Edition for *Maravillas*, supports for Spanish Language Learners provide language scaffolds matched to the student's proficiency level. The Teacher's Edition features include Apoyo: Aprendices de español de español and Enfoque en el lenguaje.

In both programs, the supports take an asset view of the student's knowledge of how a language works and builds upon it. *Wonders* and *Maravillas* reinforce students' language skills in their home language as they're learning a new language. Students engage in complex discourse to learn and solve problems. They are encouraged to draw on their linguistic and cognitive resources in both languages as they focus on learning, making meaning and communicating. This process is called "translanguaging".



## Multicultural Literature

### SOCIAL EMOTIONAL LEARNING



**Unit Skills: Social Problem-Solving, Creativity, and Task Persistence**

The concept, Essential Question, and literature of each genre study in the unit allow you to focus on a key social emotional learning skill.

#### Genre Study 1

**Concept:** Take Action

**Essential Question:** ¿Qué puede hacer la gente para lograr cambios positivos?

**Initiative** Students should be able to identify when something needs to be done and know how to take initiative to accomplish it. Before students read the texts in the genre study, help them make the connection between initiative and results. Ask: *¿Por qué es la iniciativa un paso importante para hacer un cambio?*

#### Genre Study 2

**Concept:** Discoveries

**Essential Question:** ¿Qué se puede descubrir cuando se mira algo una segunda vez?

**Social Problem-Solving** Students should be able to take steps to resolve real-life problems, such as identifying a problem, considering solutions, and then deciding on a solution. Before reading the texts in the genre study, have students think about ways to solve problems.

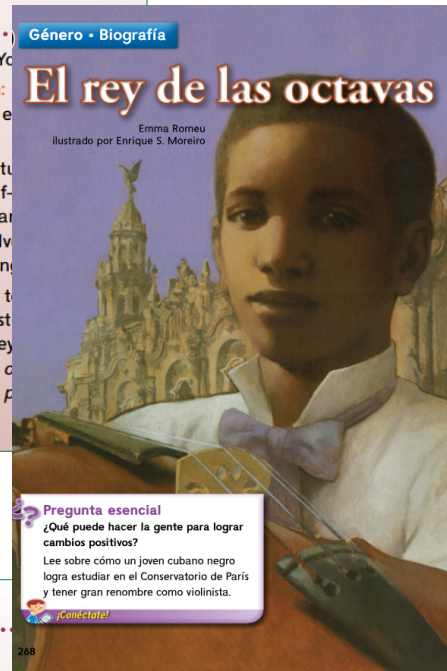
#### Genre Study 3

**Concept:** Express Yourself

**Essential Question:** ¿Qué puedes expresar algo que es importante para ti?

**Self-Confidence** Students should have a sense of self-confidence that comes from hard work. They should see themselves and open to learning. Before reading the texts in the genre study, have students think about someone they admire. Ask: *¿Qué sentimientos crees que sentiría esa persona?*

**Essential Question:** ¿Qué puede hacer la gente para lograr cambios positivos?



### SOCIAL EMOTIONAL LEARNING

**Unit Skills: Initiative, Social Problem-Solving, and Self-Confidence**

The concept, Essential Question, and literature of each genre study in the unit allow you to focus on a key social emotional learning skill.

#### Genre Study 1

**Concept:** Take Action

**Essential Question:** What can people do to bring about a positive change?

**Initiative** Students should be able to identify when something needs to be done and know how to take initiative to accomplish it. Before students read the texts in the genre study, help them make the connection between initiative and results. Ask: *Why is initiative an important step toward making a change?*

#### Genre Study 2

**Concept:** Discoveries

**Essential Question:** What can you discover when you give things a second look?

**Social Problem-Solving** Students should be able to take steps to resolve real-life problems, such as identifying a problem, considering solutions, and then deciding on a solution. Before reading the texts in the genre study, have students think about ways to solve problems. Ask: *Why is it beneficial to look at a problem from a different perspective?*

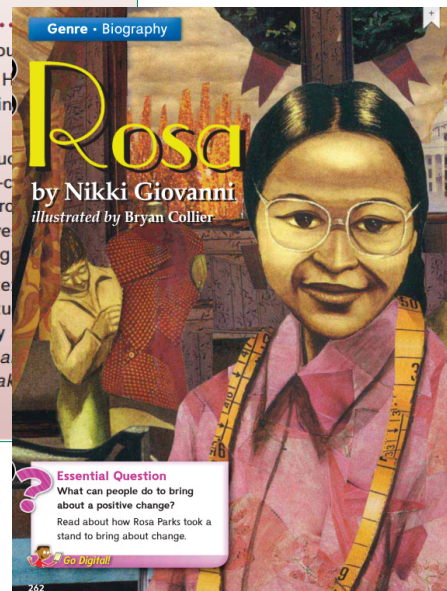
#### Genre Study 3

**Concept:** Express Yourself

**Essential Question:** How can you express something that is important to you?

**Self-Confidence** Students should have a sense of self-confidence that comes from hard work. They should see themselves and open to learning. Before reading the texts in the genre study, have students think about someone they admire. Ask: *What feelings do you think that person might have?*


**Essential Question:** What can people do to bring about a positive change?



# Parallel Instructional Routines

**Talk About It**

**Essential Question**  
 What helps an animal survive?



**English Language Learners SCAFFOLD**

Use the following scaffolds with **Ask** to have students discuss a chameleon's adaptations that helps it to survive.

**Beginning**  
 Review with students examples of a chameleon's adaptations and elicit that they can camouflage and change their skin color. Demonstrate by holding up an object against a same colored background. Ask and discuss with students: *What happens when chameleons camouflage themselves?* Then help partners respond using: Chameleons can hide themselves by camouflage.

**Intermediate**  
 Review the meaning of *predator* and *camouflage* with students. Have partners describe how chameleons use camouflage to survive from predators: A chameleon can camouflage, or hide by changing their skin color. The adaptation helps to stay safe from predators by hiding.

**Advanced/Advanced High**  
 Have partners discuss how a chameleon uses camouflage to avoid predators, using the words *adaptation*, *camouflage*, and *predator*.

Look at the chameleon in the photograph. This little animal has adaptations that help it to survive in its environment. The chameleon can change its skin color to camouflage it from predators. It can wrap its long tail around branches.

Find other adaptations you think the chameleon has. Describe the chameleon's adaptations and tell how they help the animal to survive. Then talk with a partner about other animals and how they have adapted to survive.

Go online to [my.mheducation.com](http://my.mheducation.com) and read the "Hidden in Plain Sight" Blast. How does camouflage help animals survive in their environment? Blast back your response.

Wonders Reading/Writing Companion,  
pp. 98-99

**Coméntalo**

**Pregunta esencial**  
 ¿Qué ayuda a un animal a subsistir?



**Aprendices de español**

Use the following scaffolds with **Ask** to have students discuss a chameleon's adaptations that helps it to survive.

**Beginning/Intermediate**  
 Review the meaning of *depredador* and *camuflaje* with students. Have partners describe how chameleons use camouflage to survive from predators: Un camaleón puede camuflarse, u ocultarse cambiando su color de piel. La adaptación le ayuda a mantenerse a salvo de los depredadores al ocultarse.

**Advanced/Advanced High**  
 Have partners discuss how a chameleon uses camouflage to avoid predators, using the words *adaptación*, *camuflaje*, and *depredador*.

Observa el camaleón de la fotografía. Este animalito se adapta a su entorno para subsistir en la naturaleza. El camaleón puede cambiar el color de su piel para camuflarse y no ser visto por depredadores. También puede envolver su larga cola alrededor de las ramas de los árboles.

Piensa en otras características del camaleón. Descríbelas y explica cómo le ayudan a subsistir. Luego, habla con un compañero de otros animales y de la manera como se adaptan a su entorno para subsistir.

Ve a [my.mheducation.com](http://my.mheducation.com) y lee el Blast "Oculto a plena vista". ¿Cómo se camuflan los animales para subsistir en su medioambiente? Comenta tus respuestas al Blast.

Maravillas Reading/Writing Companion,  
pp. 98-99

## Close Reading Routine

### Read DOK 1-2

- Identify key ideas and details about adaptations.
- Take notes and summarize.
- Use **ACT** prompts as needed.

### Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use the Reread minilessons and prompts.

### Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrating minilessons and prompts.
- Inspire action.

T24 UNIT 2 WEEK 1

### Reread

## Author's Craft

How do the author's details about the caribou help you to make an inference about what animals need to survive in the Arctic tundra?

## SHARED READ

### TAKE NOTES

Preview the text by reading the title, headings, and captions and looking at the images. Then, predict what you will learn about from this selection. Write your prediction here.

As you read, make note of:

Interesting Words

Key Details

## Animal Adaptations



### Essential Question



What helps an animal survive?

Read about ways different animals adapt to their environments.

TEXES 4.6(1), 4.7(1), Science, TEXES 4.10(A)

## Rutina de lectura atenta

### Leer DOK 1-2

- Identifican ideas y detalles clave de las adaptaciones.
- Toman notas y resumen.
- Siguen las pautas de **ACTC** cuando es necesario.

### Releer

- Analizan el texto y la estructura.
- Usan las minilessons y las instrucciones.

### Integrar

- Integran conocimientos.
- Hacen conexiones.

### Releer

## Técnica del autor

Según los detalles que da el autor acerca del caribú, ¿qué inferencia puedes hacer sobre lo que necesitan los animales para subsistir en la tundra ártica?

## LECTURA COMPARTIDA

### TOMA NOTAS

Da un vistazo preliminar al texto. Lee el título, los encabezados y las leyendas, y observa las imágenes. Luego, haz una predicción sobre lo que aprenderás de esta selección. Escribe tu predicción abajo.

A medida que lees, anota:

Palabras interesantes:

## Cómo se adaptan los animales



### Pregunta esencial



¿Qué ayuda a un animal a subsistir?

Lee sobre las formas en que los animales se adaptan a su medioambiente.



## Your Arizona Sales Team

Please contact us for support with your  
Dual Language Classroom needs.



**Larissa Sykes** | K–5 Senior Sales Representative  
602-315-9102  
larissa.sykes@mheducation.com



**Anne Stagliano** | K–5 Senior Sales Representative  
602-980-0599  
anne.stagliano@mheducation.com



**Carrie Guy** | 6–12 Senior Sales Representative  
309-696-0262  
carrie.guy@mheducation.com



**Leslie Adkins** | National Specialized Literacy Specialist  
602-321-1029  
leslie.adkins@mheducation.com

