

reviews. Many of the interactive exercises, as well as the situational story exercises, found in the textbook series can form the basis of LEA Big Books. In the Systems Lesson Planner Cards, you will find some suggestions for incorporating Big Book activities in the lessons. Students may convert an interactive classroom activity into a story or build a story around one of the **La cultura y tú** or Culture Resource Book activities. In short, ample opportunities for LEA activities are provided in the Systems to stimulate meaningful communication.

### **Functional-Notional Approaches**

Built into the *¡Viva el español!* program are opportunities for students to begin learning and practicing simple functions, or language tasks, within the notions, or content categories, of instruction. In the Systems, activities are often based on language functions such as gathering information, reporting, and expressing preferences and opinions. These simplified language functions tie in closely with the topical and structural content of the lesson in which they are practiced. Students who participate in these activities are building the skills to perform concrete language functions within meaningful contexts. That is, they are acquiring the skills to perform communication tasks that naturally relate to their immediate world and interests.

As a result, the language functions and notions are consistent with the program's emphasis on meaningful and comprehensible communication that evolves naturally as students progress in their acquisition of a second language.

### **Experience—Using What Works Best**

In summary, the methodologies, approaches, and techniques incorporated in the *¡Viva el español!* program have all been fashioned by practical classroom experience and reflect the many collective years of professional dedication by the program's authors, contributors, and consultants. It

is expected—and even hoped—that you will pick and choose from the suggestions and examples contained in the Lesson Planner Cards to tailor your Spanish-language program to the ages, backgrounds, needs, and abilities of your students. They will communicate to you whether a certain approach is working. The key to a successful, stimulating language-learning environment is to use only what works and to inject variety and fun, mixed with an occasional surprise, into your classroom routine.

## **Components of the *¡Viva el español!* Systems**

When teaching Spanish in the elementary grades, it is important to have supplementary material that is tied directly to the content of the lessons.

Carefully prepared and integrated supplementary material increases the opportunities for children to use the skills they have learned. It is important to use supplementary material to motivate and to help children through the learning process; you can achieve more in less time and with more positive results.

The Lesson Planner Cards are the foundation of each System in the *¡Viva el español!* program, but are accompanied by a variety of supplementary materials that will enable you to motivate children and teach them effectively.

The Teacher Resource Book (blackline masters for instruction and informal assessment) and the more than 100 full-color flash cards will aid you in introducing and reinforcing vocabulary words, whether you are using TPR commands, playing games, or engaging in the activities described in the lessons. Posters, Big Books, Little Books, and a set of Audio CDs are also integrated into the lessons to reinforce vocabulary and provide a variety of language-learning activities and experiences. A hand puppet is included in each System to help you model the vocabulary and structures and to serve as a silent partner in encouraging children to

communicate under low-stress circumstances. A separate Assessment Book with Audio CD provides blackline masters for formal paper and pencil assessment for each lesson. A placement test and extended assessments for the review lessons are also included. New for this third edition of *¡Viva el español!* are two blackline master books: the Culture Resource Book and the Heritage Speaker Activity Book. The Culture Resource Book provides hands-on authentic crafts and activities from around the Spanish-speaking world for each lesson. For those classes with children of Hispanic heritage, the Heritage Speaker Activity Book presents additional exercises to help them expand their knowledge of the Spanish language.

Each one of these components has been carefully integrated into the Lesson Planner Cards in a lively, innovative way, keeping in mind children's interests while giving you the flexibility you need to meet their needs for variety and stimulation. These components are coordinated with the vocabulary, structures, reviews, activities, games, and songs presented in each lesson. Because TPR is strongly recommended for presenting vocabulary, each lesson also includes a variety of ideas for using the components to teach the lessons.

### Lesson Planner Cards

The Lesson Planner Cards are the basic source of instruction. Providing a coordinated and balanced Spanish-language curriculum, they address the specific needs of children in the primary grades. All the information for teaching each day's lesson is included on one card, eliminating the need to carry unused materials. The objectives to be accomplished, time, the amount of material, and the presentation of material have all been carefully considered. Each lesson in the Lesson Planner Cards contains the following:

- A teaching plan, carefully developed to achieve the objectives of each lesson
- Clearly defined learning objectives
- A list of vocabulary and structures for each lesson
- A list of materials needed to teach the lesson for each day
- The procedures for teaching each lesson that include *Make Connections (Warm-Up and Recycle)*, *Model New Language* (presentation of vocabulary and structures), *Use of Language* (activities), and *Wrap-up* (closing activities)
- Suggested means of assessing the children's progress, both formal and informal






The following unique features appear throughout the Lesson Planner Cards. They will give you extra help in tailoring the materials to your situation. These new lesson features, noted by icons, are detailed below.


*Teacher Notes* and *Tips* offer helpful linguistic and pedagogical tips for teachers.

*Connecting with (Curriculum)* serves as a resource for information and activities that tie language learning in with other content areas such as language arts, mathematics and social studies.

*Understanding Culture* offers specific ideas on how the *¡Viva el español!* program can bring Latin American and Spanish cultures to life for children. These sections often provide ways for Spanish-speaking children in your classroom to be engaged in teaching the language to their classmates if they wish to do so.

Other icons for easy identification of the various pedagogical elements incorporated into the manual:

-  Indicates a Total Physical Response activity
-  Signifies an opportunity for cooperative learning
-  Indicates ideas for meeting the needs of students with differing learning abilities
-  Highlights an opportunity to use the puppet
-  Indicates the availability of a song from Appendix B of the Lesson Planner Cards coordinated with the lesson

 Suggests the use of a game, particularly those found in Appendix A of the Lesson Planner Cards

 Indicates that recorded material is available on Audio CD

In addition, **La cultura y tú**, following the regular lessons in each System, introduces cultural activities and special dialogues for children to learn more about a particular aspect of life and culture in a Spanish-speaking country. **La cultura y tú** appears after every lesson except the two review lessons (Lessons 12 and 27 in *System A*). Some of the *System A* topics include: **Tú y usted** (*You and You*); **Los colores de las banderas** (*The Colors of the Flags*); **Países y ciudades** (*Countries and Cities*); **Don y doña** (*Don and Doña*); **La ropa folklórica de México** (*Traditional Clothing of Mexico*); **La ciudad de México y Buenos Aires** (*Mexico City and Buenos Aires*); **Plazas y parques de España y América Latina** (*Plazas and Parks in Spain and Latin America*); and **Paisajes de América Latina** (*Latin American Landscapes*).

In addition to the twenty-five lessons, each System contains two review lessons entitled **Vamos a practicar (todo) lo que hemos aprendido** (*Let's Practice What (All) We've Learned*). In System A, the review lessons are Lessons 12 and 27. They provide an opportunity to review material taught previously and contain activities for an overall informal assessment. The Assessment Book contains a double-length test for these review lessons, which could be used as a mid-year and end-of-year assessment of progress if desired. Although assessment activities are designed to be used at the end of each lesson, you may assess the children when appropriate, according to their readiness.

The appendix material in the Lesson Planner Cards for *Systems A, B, and C* has been designed to offer you an extensive resource section to be used when teaching the lessons. The appendix material includes Games (Appendix A); Songs (Appendix

B); Enrichment Activities (Appendix C); Independent Exercises (Appendix D); a list of boys' and girls' names in Spanish with English equivalents (Appendix E); and Big Book Activities (Appendix F). Big Book Activities include pre- and post-reading activities as well as a translation of each story.

### The Teacher Resource Book (Blackline Masters)

The Teacher Resource Book for each System has been designed as a blackline master resource book to help you in a variety of ways when presenting the material in each lesson. Each Teacher Resource Book contains the following elements:

- Student Progress Charts
- Half-page illustrations of vocabulary words to be made into manipulable vocabulary cards
- Vocabulary review pages with reduced illustrations of all the vocabulary in a whole group to be made into transparencies for use with an overhead projector or to be photocopied for making paper-and-pencil assessment activities
- Patterns and illustrations for making manipulable teaching aids and for preparing materials needed for games
- Activity pages for "quiet" activities (e.g., connect the dots) when working with children in groups
- Number and/or letter pages for use in constructing games or making vocabulary cards
- Home Connection Masters provide opportunities for children to practice and teach Spanish to their parents or guardians at home

At the beginning of each day of a lesson, the blackline master pages from the Teacher Resource Book, the master numbers, and the quantity you will need for the day's activities are given in the Materials to Gather section. You may consider the Teacher Resource Book as an extensive resource file



that addresses your specific teaching needs.

Some of the masters are designed as vocabulary cards (half-page illustrations) which may be photocopied and used for individual TPR instruction. These vocabulary cards may be mounted on heavy-gauge paper to make game cards for the many games described in the lessons, such as ¡**Concéntrate!** (*Concentration*). The uses for the illustrations and activity pages in the Teacher Resource Book in all three Systems are limited only by your own imagination and needs.

### Hand Puppet

The hand puppet is used throughout the Systems as an aid for modeling communication. It should be seen by the children as a friend with whom they can communicate in Spanish in a casual manner. This will especially benefit the shy child who may hesitate to talk to you or to the other children. You should consider the puppet as your partner. The first activity each day is a warm-up, which can be presented with the puppet to ease the children into the lesson and to give an example of the vocabulary and structures in informal, conversational situations. Children enjoy using a puppet and often respond more spontaneously to communication with a puppet than they do with another person.

The puppet in each System has a name and a personality. Special features and conversations have been included on the Audio CDs that use the puppet as a central character. In short, the puppet can be a source of fun, practice, and even a little mischief when used in lessons. You should relax and have as much fun as the children do when you use the puppet.

### Flash Cards

Each System includes a set of more than 100 flash cards to aid you in introducing vocabulary, reviewing vocabulary, doing TPR commands, or conducting other activities during the lesson. Many factors were taken into consideration in the

development of the flash cards. They are large enough for children to see from a distance while you move around the room. They are in full color and realistic enough for the children to recognize and to associate the target word with the object immediately. The art selections were made based on the children's age group, interest, classroom environment, and lesson content. Since the flash cards are laminated, they can be manipulated by the children when they respond to TPR commands. The flash cards lend themselves to many activities, which are discussed in detail throughout the Lesson Planner Cards.

### Workbook

Each System Workbook Lesson is correlated to a set of three days of Lesson Planner Cards. Included in each workbook unit are four pages of activities corresponding to the lesson theme: **yo hablo** (*I speak*), **yo practico** (*I practice*), **yo juego** (*I play*), and **yo imagino** (*I imagine*). Rather than emphasize individual reading and writing, it is expected that the workbook activities will be completed orally in class, either as a whole-class activity or in small groups. The Workbook pages can be completed on an ongoing basis throughout the lesson or all together at the end as a lesson review, but teacher participation is essential for children to benefit fully from these exercises.

### Big Books and Little Books

Incorporated into each System are two stories—in Big Book and Little Book formats—that introduce an element of fun, provide examples and models of the language in narration and conversation, and reinforce learned vocabulary and structures. There is one Big Book for each story and there are six copies of each Little Book included in each System.

The Big Books and Little Books for the *¡Viva el español!* Systems have been chosen to correspond to the vocabulary and structures presented in the lessons in the Lesson Planner Cards. It is recommended that you introduce the stories through

the Big Book so that the entire class may participate. For the first reading, read the story without interruption to give children an overview. (The story is recorded on the Song and Big Book CD and may be especially useful during the initial reading.) Follow up by reading a few pages each day, pausing to give TPR commands or ask questions.

The scripts for the Big Books and Little Books are found in Appendix F of the Lesson Planner Cards. Adapt the scripts as you see fit to meet the needs of your students. Encourage children to participate in storytelling activities by calling out words, dialogue, or sentences that they have learned after several exposures to the story.

After children have become familiar with each story, the Little Books can be used for work in small groups. To aid in small-group work, you may instruct children to play the stories on the Audio CD (Song and Big Book CD). You may encourage children to learn the stories and to take turns being the storyteller or “teacher” when they are in a group. The Little Books and Audio CD recordings may also be used to help children who need to practice vocabulary and structures or to improve their listening skills. You may also use the Little Books and recordings to give advanced children an alternative activity when they are reviewing with the rest of the class material which these children have mastered thoroughly.

## Posters

The posters of the *¡Viva el español!* Systems reinforce vocabulary and allow children to have fun while practicing or reviewing vocabulary. *System A* includes three posters designed to be displayed in the classroom during and after the corresponding lessons: **El salón de clases** (*The Classroom*) reinforces vocabulary for classroom items, **La fiesta de los animales** (*The Animals' Party*) reinforces the name of domestic animals, and **El verano** (*Summer*) reinforces vocabulary

related to summer activities.


These large-size posters can be used in conjunction with the other components for a variety of activities. Throughout the Lesson Planner Cards are suggestions for using the posters. You may adapt these activities to meet your children's needs and your individual classroom situation. Initially, vocabulary items can be pointed out and drilled orally. Later, children can be directed in Spanish to walk to the poster and identify items, to respond to TPR commands, to answer simple questions, or to tell a story about the posters.

## Audio CDs

The recorded material for each System has been designed for the following:

- General classroom use
- Independent study for advanced children
- Review material for children who need extra help or for children who begin the program at different times during the year
- Small group work

Each System contains six Audio CDs: three lesson Audio CDs, two Independent Exercises CDs, and one Song and Big Book Audio CD. The Audio CDs contain a variety of activities reinforcing the language skills presented during each lesson. They also allow the children to listen to vocabulary already familiar to them pronounced by native speakers. As you work with the class, a small group of children or an individual child could be working with the Audio CDs independently to review a specific area of a lesson or to catch up with the rest of the class. The Audio CDs contain the vocabulary taught in each lesson; short conversations that further practice familiar vocabulary and structures; independent exercises in the form of activities that are appropriate for both fast learners and the children who require extra help; special features that supplement the



culture lessons in the Lesson Planner Cards; and review lessons. CD scripts for the recorded material are provided at point of use throughout the Lesson Planner Cards; Independent Exercises are provided in Appendix D of the Lesson Planner Cards for each level. Following are the various sections that you will find on the Audio CDs.

#### **Lesson CDs: Vocabulary**

This section emphasizes listening and comprehension skills by having the children listen to the vocabulary words as spoken by male and female Spanish speakers. The speaker will say the words at a moderate speed without pauses. Children will listen to the words, questions, and responses, but they will not be required to repeat them with the CD. You have the flexibility of adapting this section according to the children's needs. For example, depending on the readiness of the children, you may wish to pause the recording after each model for the children to repeat.

#### **Lesson CDs: Conversations**

This section presents short- to medium-length conversations recorded by Spanish speakers. These conversations contain familiar vocabulary and structures; at least one conversation in each lesson uses the character of the puppet as the focus. This section also emphasizes listening comprehension—the children are not expected to repeat or memorize the conversations, just to listen to them and enjoy the often humorous, high-interest dialogues.

#### **Lesson CDs: La cultura y tú**

Also included on the Lesson CDs are conversations, interviews, and rhymes that reinforce or supplement the activities in some of the **La cultura y tú** sections. These appear after each regular lesson (in *System A*, all lessons except Lessons 12 and 27).

#### **Independent Exercises CDs**

The objective of these Audio CDs (beginning with Lesson 2 in *System A*) is to give you additional activities to use with children who need extra help and alternative activities to use with fast learners. Each exercise begins with simple instructions in English and a description of the material needed for the exercise. At least one of the exercises practices the TPR commands and requires the use of the vocabulary cards or flash cards. After each command, a pause allows the child time to respond physically to the command. Other exercises require the child to give simple answers to questions.

#### **Song and Big Book CD**

A very effective way to promote language retention is through songs. Children enjoy songs even if they don't understand every word. *Systems A, B, and C* reinforce material throughout the lessons with many songs in Spanish, some set to familiar tunes. The music and lyrics to each song are included in Appendix B of each set of Lesson Planner Cards. Throughout the lessons, specific songs are suggested to complement and reinforce lesson material. Also included on the Song Audio CD are recordings of the scripts for the Big Books and Little Books. The scripts of the stories are included in Appendix F of each set of Lesson Planner Cards.