

Lección 1

¿Cómo se dice?

Presentation Suggestions

- Introduce vocabulary using *Transparency 19*. Continue vocabulary practice using the Vocabulary Cards on Masters 67–69 of the *Teacher Resource Book*.
- Have students look at the pictures in the book and then ask them: *¿Adónde vas?* Solicit answers from volunteers. Invite a student to be the “teacher” and continue questioning.



Audio CD

Use the **Audio CD** for **Unidad 4, Lección 1: ¿Cómo se dice?** Conversation 1.

Recycle

Practice the days of the week in conjunction with the names of the classes: *¿Qué días vas (al gimnasio)?*

TPR

Use TPR commands and the Vocabulary Cards to practice:
Pásale la clase de arte a Alberto.
Alberto, tráeme la clase de arte.

Assessment

Informal Hold up Vocabulary Cards (*Teacher Resource Book*) and ask students at random: *¿Adónde vas?* Students may answer in incomplete or complete sentences.

Differentiated Instruction

Challenge You might wish to go ahead and teach additional school subjects at this point, including **el inglés, las ciencias, las matemáticas, los estudios sociales, el español, la geografía, or la historia.**

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¿Cómo se dice?

Where are you going?



96 noventa y seis

Unidad 4

Toward Cultural Understanding

Large school lending libraries are not as common in the Spanish-speaking world as they are in the United States. Most schools have resource centers with materials that students can use on-site as they study. Ask students how often they use their school and local libraries. What library resources do they find most useful?

Teacher Note

There are different words for middle school in Latin America and Spain.
Argentina: **secundaria** or **escuela general básica**
Colombia: **secundaria** or **bachillerato**
Mexico: **secundaria**
Puerto Rico: **escuela intermedia**
Spain: **escuela secundaria obligatoria**

Unidad 4

¿Cómo se dice? begins each lesson with a focus on new vocabulary structures.



CONEXIÓN CON EL ARTE

Diego Rivera Diego Rivera was an artist from Mexico who painted murals about Mexican life. Murals are paintings made on a wall. The artists who paint them are called *muralists*. Rivera painted many large murals on public buildings. Look at his mural called “La Zafra.” Work with your class to paint a mural of your own on a large sheet of paper in your classroom.



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Toward Cultural Understanding

The library at the Universidad Nacional Autónoma de México (UNAM) is covered in murals by Diego Rivera (1886–1957). Rivera was one of the leaders of the Mexican school of painting, best known for its large murals depicting historical or social themes. UNAM is one of the oldest universities in the Americas, founded in 1553. It has well over 100,000 students.



Language Across the Curriculum

Art Invite students to prepare a classroom mural. Have them brainstorm and choose a school or classroom scene to represent. If they are not familiar with murals, you might bring in pictures of some. Once a theme has been selected, divide the task so that different groups draw or paint different classroom activities on separate sheets of newsprint or poster board. Combine all contributions and put them up on one wall of the classroom or in a hallway. Be sure students include Spanish words in their mural.



Differentiated Instruction

The Heritage Speaker If you have heritage speakers from other countries, you might ask them to create a “mini-mural” on a piece of posterboard showing a scene from the daily life or the history in their country of origin. Have them label the mural with names of places or things represented.

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¡Úsalo!

Presentation Suggestions

- Have students sit in a circle. Place an object associated with a certain class or school activity on each student's desk. Begin by asking the first student: **¿Adónde vas?**, to which he or she should reply according to the cue. This student should then ask the student next to him or her, **¿Adónde vas?** and so on around the circle.
- Divide the class into pairs. Then "borrow" a partner and model the exchange with him or her. After students have gone through the exercise once, have students switch roles and repeat the activity.
- Divide the class into pairs of mixed proficiency. Ask students to repeat the exercise, assigning the role of Partner B to the more proficient students. After doing the exercise once, have students switch roles and repeat the exercise.

Assessment

Informal Bring in items associated with each of these classes or places—a mouse for computers, a paintbrush for art class, etc.—to use as cues when you walk around the room checking progress. Hand an item to a student and say: **¿Adónde vas?**

¡Úsalo!



- A** Get together with a partner. Imagine that these are your class schedules (**horarios**) for the week. Choose one schedule each. Ask each other questions about your schedules.

MODELO —¿Adónde vas el lunes?

—Voy a la clase de música y a la clase de arte.

Horario A

lunes	martes	miércoles	jueves	viernes

Horario B

lunes	martes	miércoles	jueves	viernes

ANSWERS

Exercise A

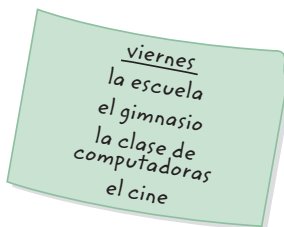
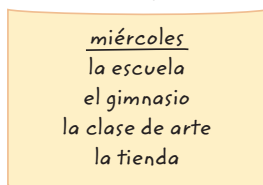
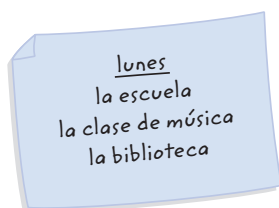
Answers will vary according to student questions.

Workbook

Have students use *Workbook* page 51 to practice places in school.



B Write some notes like these about where you'll be on three days this week.



Get together with a partner and ask each other questions like these: *¿Adónde vas el lunes? ¿Cuándo vas a la clase de arte? ¿Vas al gimnasio el viernes? ¿Vas a la tienda el lunes? ¿Vas a la clase de música esta semana?*

Based on your partner's answers, make a schedule for his or her week. Have your partner check the schedule to see if it is correct.



CONEXIÓN CON LAS MATEMÁTICAS

Fractions Interview everyone in your class to find out their favorite place in school. Keep track of their answers on a chart like this one. Then find the fraction of the class that prefers each place. What is the most popular place in school?

	Total de alumnos = 35	Fracción
biblioteca	✓✓✓ = 3	3/35
clase de arte		
clase de música		
clase de computadoras		
gimnasio		

En resumen

¿Adónde vas?

Voy a la biblioteca.
a la clase de arte.
a la clase de computadoras.
a la clase de música.
al gimnasio.

Compara

En inglés	En español
fraction	la fracción
total	el total

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Workbook

Have students use *Workbook* page 60 to practice using fractions.

ANSWERS

Exercise B

Answers will vary according to student choices.

Presentation Suggestions

- Ask students to review the vocabulary in the notes on page 99. Provide student pairs with self-adhesive notes, and ask them to write what they actually do during the week.
- You might write up some adhesive notes of your own like those in the activity that include additional places whose meaning students can easily guess. Place them around the room. Tell students that you've lost your notes and have students look for them.
- You might want to teach this "Days of the Week" song for reinforcement. The song is sung to the tune of "Are you Sleeping?"

Hay siete días, hay siete días,
en la semana, en la semana,
lunes, martes, miércoles,
jueves, viernes, sábado,
domingo, domingo.



Differentiated Instruction

Intervention If students are having trouble with fractions, help them understand that they first need to know how many students are in the entire class. Write the number on the board as the denominator. Then show how to write numerators for each fraction, based on the people who choose each class or place.

Critical Thinking

Have students work in small groups to come up with novel ideas for organizing a week's schedule to make it easy to see what will happen each day. Have them create a schedule in Spanish and demonstrate its usefulness.



Recycle

Review the new vocabulary and functions.

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