



# SONRISAS SPANISH

ACQUIRE, DEVELOP, LEARN<sup>®</sup>



**Choose the most effective and complete elementary Spanish curriculum.**

[Sonrisasspanish.com](http://Sonrisasspanish.com)  
[info@sonrisasspanish.com](mailto:info@sonrisasspanish.com)  
(970) 264-9288 office  
(970) 264-9286 fax  
P.O. Box 3806  
Pagosa Springs, CO 81147



# SONRISAS SPANISH

Effective and Complete Elementary Spanish Curriculum

## ACQUIRE, DEVELOP, LEARN<sup>®</sup>

The Acquire, Develop, Learn methodology provides students with a developmentally appropriate and comprehensive Spanish language education. It enables them to become effective Spanish communicators, globally literate citizens, and lifelong language learners.

The Acquire, Develop, Learn<sup>™</sup> developmentally appropriate sequence:

**ACQUIRE**  
SONRISAS  
LEVEL 1  
GRADES K-4



**DEVELOP**  
SONRISAS  
LEVEL 2  
GRADES 2-6



**LEARN**  
SONRISAS  
LEVEL 3  
GRADES 4-8



	ACQUIRE SONRISAS LEVEL 1 GRADES K-4	DEVELOP SONRISAS LEVEL 2 GRADES 2-6	LEARN SONRISAS LEVEL 3 GRADES 4-8
• Music and verse (TPR)	✓	✓	✓
• Games, role-play, and drama (TPR)	✓	✓	✓
• Calendar activities	✓	✓	✓
• Reading authentic literature	✓	✓	✓
• Art projects	✓	✓	✓
• Culture	✓	✓	✓
• Practice with Student Portfolio	✓	✓	✓
• Thematic units		✓	✓
• More complex language concepts		✓	✓
• Partner Time = three modes of communication		✓	✓
• More independent reading and writing		✓	✓
• Explicit TPR (for grammar)			✓
• Spelling			✓
• Grammar instruction			✓
• TPRS Storytelling <sup>®</sup>			✓
• Communication strategy instruction			✓



# SONRISAS SPANISH

Effective and Complete Elementary Spanish Curriculum

ACQUIRE  
SONRISAS  
LEVEL 1  
GRADES K-4



- Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.
- Children do this naturally without having to “learn” language.
- Developmentally, children have the natural ability to do this with a second language, too.

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**SONRISAS LEVEL I:** Students engage in age-appropriate activities that support language acquisition:

- Music and verse
- Games, role-play, and drama
- Calendar activities
- Reading authentic literature
- Art projects
- Independent practice with Student Portfolio

These activities are done in a consistent structure of Circle Time, Story Time, and Art Time.

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**CIRCLE TIME:** Students sing songs, recite verse, play games, and do calendar and lesson activities—all in Spanish. Students review activities from previous lessons and are introduced to new content.

**STORY TIME:** The teacher reads a Spanish children’s storybook to students. This provides students with an authentic Spanish language experience, introduces new content, and engages students’ imaginations.

**ART TIME:** Students complete an art project which is related to the theme for the lesson. While students are engaged, the teacher converses with them in Spanish, one-on-one, about what they are working on. This reinforces the communication objective for the lesson.

## STUDENT PORTFOLIO

**ACTIVITY:** Students practice language outcomes independently. The portfolio activity can be done in class with the teacher facilitating, or it can be assigned for homework.

The theme for each lesson is integrated throughout each segment of the lesson—thereby engaging the multiple intelligences of students. Spiraled content across the lessons ensures that valuable repetition occurs. This approach—implemented within the consistent structure of Circle Time, Story Time, and Art Time—enables deep and effective acquisition over the course of the curriculum.

# SONRISAS SPANISH

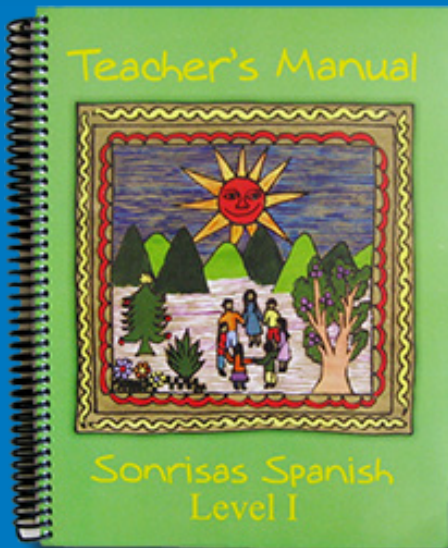
ACQUIRE  
SONRISAS  
LEVEL 1  
GRADES K-4

1

## THE TEACHER'S MANUAL

### THE LESSON OVERVIEW

provides the teacher with a look at the communication objective and language outcomes for the lesson and what will be covered in Circle Time, Story Time, and Art Time.



## ¿De qué color es?

### Lesson Overview

3

#### Communication Objective

Students identify colors and provide information about colors around them.

#### Language Outcomes

- Students comprehend the question, "¿De qué color es?"
- Students answer the question and identify colors in Spanish.

### Circle Time



Lesson Activity: *Me llamo* game

#### Vocabulary and Phrases

¿De qué color es?	What color is it?
Es...	It is...
rojo	red
anaranjado	orange
azul	blue
amarillo	yellow
verde	green
negro	black
blanco	white
rosado	pink
morado	purple
café	brown

#### Songs and Poems (Track #)

##### Sonrisas CD

Cada vez que nos juntamos (1)  
Buenos días (2)  
Me llamo, me llamo (3)  
Cabeza, hombros, piernas, pies (4)  
Mi cuerpo (5)  
Uno, dos, tres, cha cha cha (6)

##### Canciones Culturales CD

Tortillitas (4)  
De colores (8)

### Story Time



#### Book Suggestions

*Sali de Paseo*, by Sue Williams  
*Pinta ratones*, by Ellen Stoll Walsh  
*Cómo nació el arco iris*, by Alma Flor Ada  
*¿De qué color es?*, by Stephanie Longfoot  
*Momentos hermosos en el reino animal: Los animales y sus colores*, by Stephanie Maze  
*Papalotes*, by Bettina Ling  
*Oso pardo, oso pardo, ¿qué ves ahí?*, by Bill Martin, Jr. and Eric Carle

### Art Time



¿De qué color es el oso?  
Magia con playdough  
Papalotes

# SONRISAS SPANISH

ACQUIRE  
SONRISAS  
LEVEL 1  
GRADES K-4

1

## THE TEACHER'S MANUAL

### THE LESSON PROCEDURE

gives the teacher a lesson plan to follow with detailed directions of exactly how to implement the lesson. Standards correlations, supplies, and helpful hints are included.

### Lesson Procedure

3

## ¿De qué color es?

**Summary:** Through the game, the story, the art project, and the Portfolio Activity, students learn to identify the colors in Spanish and engage in conversation about the colors they are wearing.

**Supplies:** *¿De qué color es el oso?* photocopy, *Papalotes* photocopy (see Resource CD or Reproducibles, page 283), Several sheets of construction paper of different colors

**Resource CD:** Lesson 3: Art Project Model; Art Project Reproducible 1 and 2

#### First Session

1. Greeting and Roll Call
2. Circle Time
  - Warm up with songs, chants, and poems.
  - Review: Play the *Me llamo* game from Lesson 1 and the *Hola y adiós* role-play from Lesson 2.
  - Play *El juego de los colores*:
    1. To begin, choose three different colors of construction paper and hide the sheets behind your back.
    2. Tell students that you are going to hold up a color, and that anyone who is wearing that color on his/her clothes will stand up. (Keep your Spanish simple and use gestures to explain.)
    3. Then pick one color, hold it up, and ask, “¿Quién lleva rojo?”
    4. As students look for rojo on their clothes, point to their clothes and say, “Tú llevas rojo aquí; Levántate.” (As you say this, make a gesture for students to stand up.)
    5. Once students are standing, ask each one, “¿Dónde está el color rojo?”
    6. They may respond with “¡Aquí!” or they may point to their clothing and say, “¡Rojo!” Reinforce their responses by saying, “Muy bien” or “No, no llevas rojo. Siéntate.” (Gesture for them to sit.)
    7. Once everyone standing has responded, hold up the paper and say, “¡Rojo!” and have students repeat.
    8. Tell the standing students to “Siéntense.” (Gesture for them to sit.)
    9. Repeat with the other colors.
3. Story Time
4. Art Time
5. Good-bye

#### Second Session

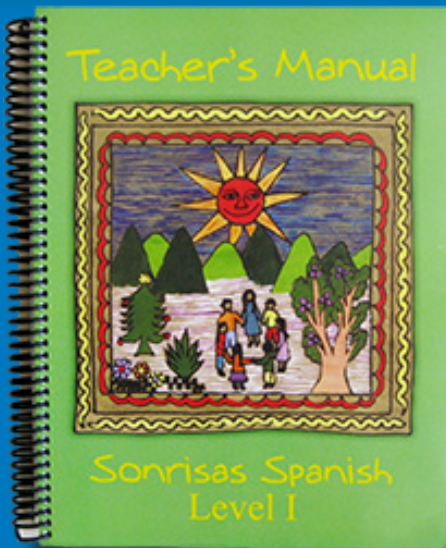
1. Greeting and Roll Call
2. Circle Time
  - Warm up with songs, chants, and poems.
  - Review: Play the *Me llamo* game from Lesson 1 and the *Hola y adiós* role-play from Lesson 2.
  - Repeat *El juego de los colores* from the first session.
3. Story Time
4. Art Time
5. Good-bye
6. Assign Portfolio Activity #3 (page 9) in the Student Portfolio.

#### Helpful Hint

*El juego de los colores* offers many opportunities to extend language skills. As students become more advanced speakers, you can have them respond with phrases such as “Tengo rojo” or “Llevo rojo aquí.” The students who are not wearing red can say, “No tengo/llevo rojo.”

#### Standards Correlation

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1



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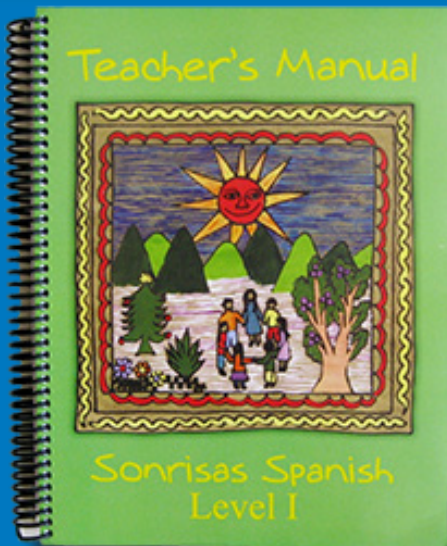
ACQUIRE  
SONRISAS  
LEVEL 1  
GRADES K-4

1

## THE TEACHER'S MANUAL

### THE ART PROJECT PROCEDURE

guides the teacher in how to facilitate the art project(s) for the lesson.



#### Art Project Procedure



¿De qué color es el oso?

#### Summary

Students glue bits of paper on a bear and label it with the answer to the question, “¿De qué color es el oso?”

#### Materials

Precut bits of paper, all different colors  
¿De qué color es el oso? photocopy, one for each student (see Reproducibles, page 251)  
Glue

#### Procedure

##### First Session

1. Model a finished ¿De qué color es el oso? project. Point to the different colors, say the colors in Spanish, and have students repeat.
2. Model how to glue the bits of paper on the oso. As you model, say the names of the colors you are gluing in Spanish.
3. Have students glue the bits of paper on their osos.

##### Second Session

1. Pass out students' osos. Allow more time for gluing if needed.
2. Walk around to each student, point to a bit of paper on the oso and ask, “¿De qué color es?” If students can't remember the vocabulary, say it for them and have them repeat it.
3. Help students write the name of the color they say next to that bit of paper on their oso.
4. Repeat with several colors.



#### Helpful Hints

You can take two sessions to finish gluing the bits of paper. You can still do the writing part of the project on the second session as students are finishing gluing. For younger students, you may have to write the names of the colors for them.

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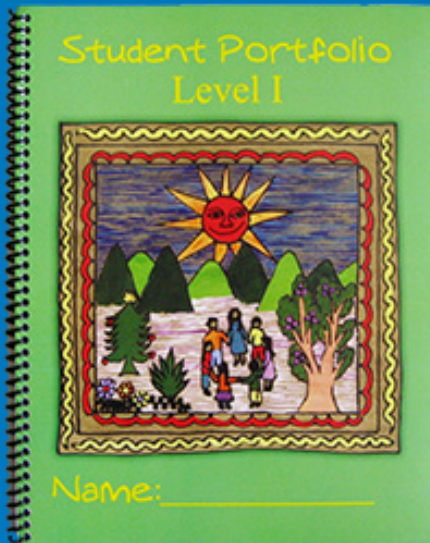
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## THE STUDENT PORTFOLIO

### PORTFOLIO ACTIVITIES

give students the opportunity to practice language outcomes independently. They can also be used as formative assessments. Portfolio Activities increase in complexity as students advance through the lessons.



### Portfolio Activity #2

Name \_\_\_\_\_

Sonrisas Level 1 Student Portfolio, Lesson 2: *Hola y adiós*

#### Instrucciones

Escribe en la burbuja lo que dice el niño cuando sube al autobús escolar. Después colorea el dibujo.

Write in the bubble what the boy says when he gets on the school bus. Then color the picture.



Escribe en la burbuja lo que dice el niño cuando baja del autobús escolar. Después colorea el dibujo.

Write in the bubble what the boy says when he gets off the school bus. Then color the picture.



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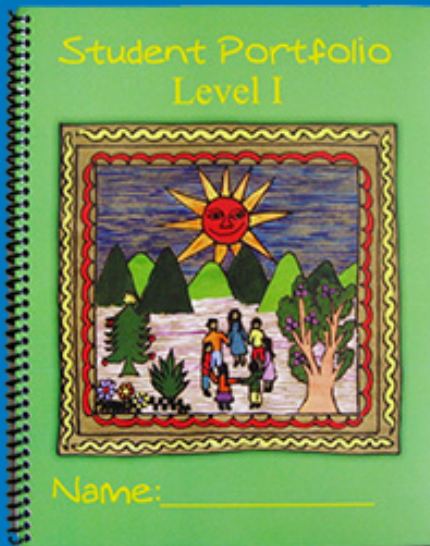
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GRADES K-4



## THE STUDENT PORTFOLIO

### HOME REPORTS

can be copied and sent home so that parents can see what their child is learning in Spanish. A Home Enrichment section gives parents tips for continuing their child's Spanish learning at home.



### Home Report: *Hola, adiós, ¿Cómo estás?*

Date \_\_\_\_\_

Student \_\_\_\_\_

#### Lesson Overview

2

#### Communication Objective

Students exchange greetings and express how they are feeling.

#### Language Outcomes

- Students comprehend and use appropriately *hola* and *adiós*.
- Students comprehend the question, "¿Cómo estás?"
- Students answer the question using a word or phrase that expresses how they are feeling.

#### Circle Time



#### Vocabulary and Phrases

<i>hola</i>	hello
<i>adiós</i>	good-bye
<i>la mano</i>	hand
<i>¿Cómo estás?</i>	How are you?
<i>Muy bien, gracias.</i>	Very well, thank you.
<i>feliz</i>	happy
<i>triste</i>	sad
<i>cansado/a</i>	tired
<i>enojado/a</i>	mad

#### Songs and Poems (Track #)

<b>Sonrisas CD</b>
<i>Cada vez que nos juntamos</i> (1)
<i>Buenos días</i> (2)
<i>Me llamo, me llamo</i> (3)
<i>Cabeza, hombros, piernas, pies</i> (4)
<i>Mi cuerpo</i> (5)
<i>Uno, dos, tres, cha cha cha</i> (6)

#### Canciones Culturales CD

*Tortillitas* (4)

#### Story Time



#### Book Suggestions

*Cuando estoy*, by Gladys Rosa-Mendoza  
*¿Cómo estás, Pequeño Panda?*, by Marie-Hélène Delval

#### Home Enrichment



Most everyone knows how to say *hola* and *adiós* in Spanish. You can practice these words with your child at home.



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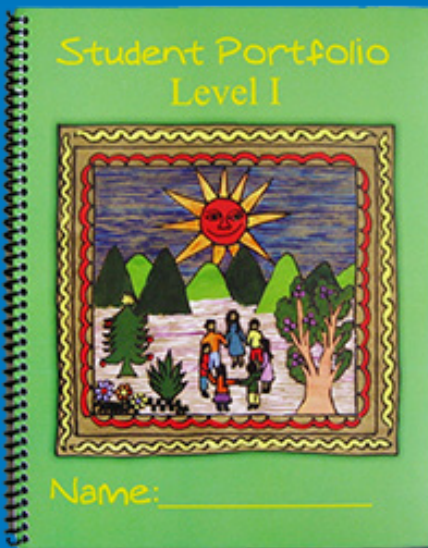
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GRADES K-4

1

## THE STUDENT PORTFOLIO

### STUDENT ASSESSMENTS

allow teachers to evaluate student learning based on the language outcomes for each lesson.



### Sonrisas Spanish Student Assessment Lessons 1–5

Date \_\_\_\_\_ Student \_\_\_\_\_

#### Lesson 1: Me llamo

**Communication Objective:** Student tells what his or her name is.

**I can:**

- Comprehend the question, “¿Cómo te llamas tú?”
- Answer the question using the phrase, “Me llamo \_\_\_\_.”

#### Lesson 2: Hola, adiós, ¿Cómo estás?

**Communication Objective:** Student exchanges greetings and expresses how he or she is feeling.

**I can:**

- Comprehend and appropriately use hola and adiós.
- Comprehend the question, “¿Cómo estás?”
- Answer the question using a word or phrase that expresses how I am feeling.

#### Lesson 3: ¿De qué color es?

**Communication Objective:** Student identifies colors and provides information about colors around him or her.

**I can:**

- Comprehend the question, “¿De qué color es?”
- Answer the question and identify colors in Spanish.

#### Lesson 4: ¿Cuántos hay?

**Communication Objective:** Student counts to ten and provides information about how many there are of a given number of objects.

**I can:**

- Identify the numbers 1–10 in Spanish.
- Comprehend the question, “¿Cuántos hay?”
- Answer the question using the phrase, “Hay \_\_\_\_.”

#### Lesson 5: Las formas

**Communication Objective:** Student identifies and provides information about the number of sides of each shape.

**I can:**

- Identify common shapes in Spanish.
- Comprehend the question, “¿Cuántos lados tiene el \_\_\_\_?”
- Answer the question using the phrase, “Tiene \_\_\_\_ lados.”



# SONRISAS SPANISH

Effective and Complete Elementary Spanish Curriculum

DEVELOP  
SONRISAS  
LEVEL 2  
GRADES 2-6



- To develop is to expand by a process of growth.
- What processes of growth do we implement in order to expand students' second language acquisition?
- Students are bridging two very different developmental stages: from an imaginative, experiential early childhood mode of learning to a more concrete, systematic adolescent mode of learning.
- While they are bigger than young learners, developmentally they still have a lot in common.
- Activities must change to support this transition.

**SONRISAS LEVEL II:** Continue age-appropriate acquisition activities. Continue the structure of Circle Time, Story Time, and Art Time. Add new, developmentally appropriate activities that expand acquisition.

#### CONTINUE:

- Music and verse
- Games, role-play, and drama
- Calendar activities
- Reading authentic literature
- Art projects
- Independent practice with Student Portfolio

**THEMATIC UNITS:** Organizing units thematically provides opportunities to engage students in more complex and sophisticated thinking and language use. Themes are relevant in the context of students' lives. The essential question in each unit connects the content of each lesson to the theme.

**MORE COMPLEX LANGUAGE:** No skills or vocabulary are taught in isolation. Focus stays on developing acquisition and age-appropriate language for effective communication.

**PARTNER TIME:** With partners, students employ three modes of communication—interpretive, interpersonal, and presentational. Partners work together to interpret text and/or images, then use that information to have an interpersonal conversation in order to complete a task. Partners then present the outcome of that task to the class.

**MORE INDEPENDENT READING AND WRITING:** This occurs through the reading and writing that is required in the Partner Time activities and the Portfolio Activities.

#### ADD:

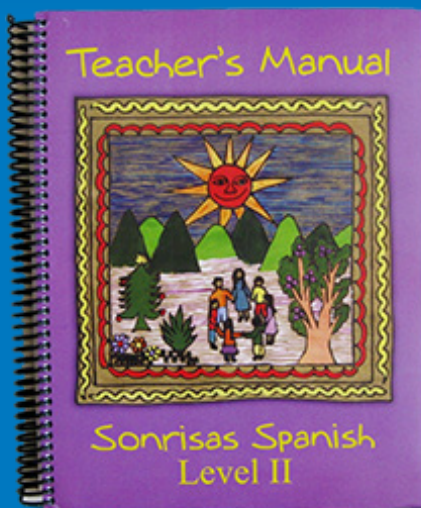
- Thematic units
- More complex language
- Partner Time = three modes of communication
- More independent reading and writing



The Level II Teacher's Manual includes the same Lesson Overview, Lesson Procedure, and Art Project Procedure pages as the Level I Teacher's Manual with these additions:

### THE THEMATIC UNIT OVERVIEW

provides the teacher with a graphic map that illustrates the connections between the lessons and the essential question for the unit. It also provides guiding questions that help the teacher focus instruction.

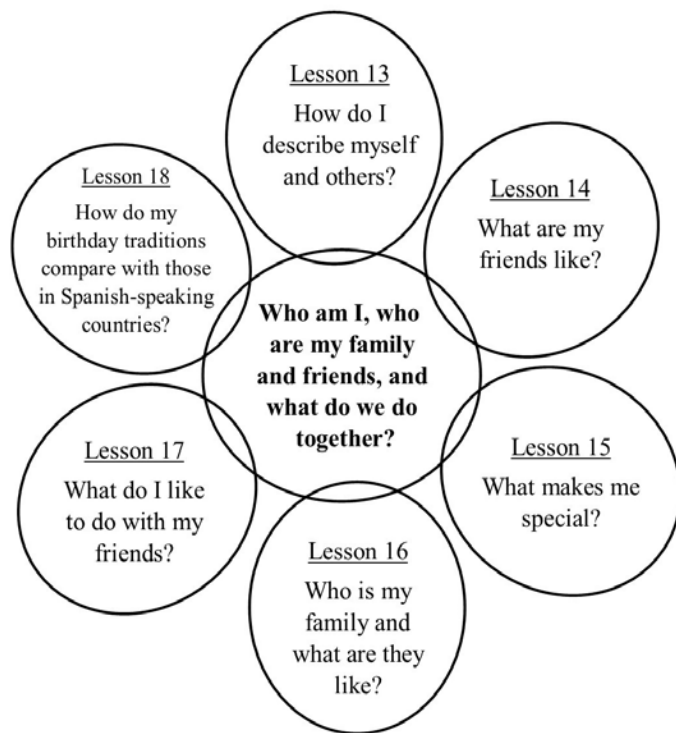


#### Thematic Unit Overview

## U4

### My Family and Friends

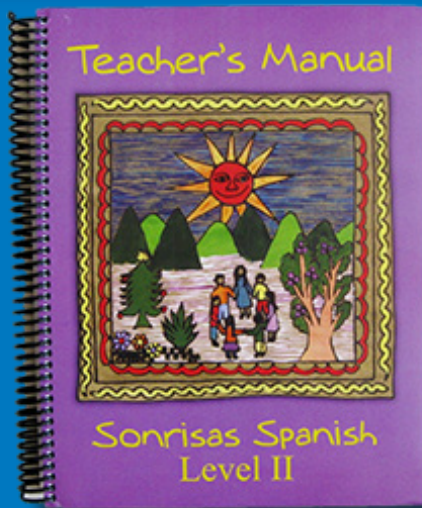
**Essential Question:** Who am I, who are my family and friends, and what do we do together?



An important part of the human experience are our family and friends. Some explorations within this theme are: Who am I? In what way am I a reflection of my friends and family? Is there something about me that makes me stand out as unique in my family or with my friends? In this thematic unit, students are given the language skills to describe themselves, their families, and their friends, setting them up to explore the thematic study in Unit 7—Celebrating Diversity. Use these guiding questions to help you make personal connections in the lessons:

- What are the cultural backgrounds of my students' families, and how can we celebrate them in Spanish class?
- What family traditions do my students have that can help the class understand who they are?
- What are the interests of my students, and how can I help them express their interests?
- What unique experiences have I had with friends and family in the target culture that I can share with my students?

**THE PARTNER TIME PAGE** supplies the teacher with directions for the Partner Time activity.



### Partner Time

16

### Describe la familia

**Supplies:** Level II Student Portfolio

**Resource CD Images:** Lesson 16: Partner Time

#### Directions—Part 1

1. Display the image on the board.
2. Have students open their portfolios to Partner Time #16 on page 57 and read the directions.
3. Model how to do the Partner Time activity with a student. Using an example from the image, model how you would answer the question to describe individual family members. Tell students that there are multiple answers to each question.
4. Monitor and facilitate the Partner Time activity.

#### Directions—Part 2

1. Have students read the directions for Part 2.
2. In Part 2, students will ask their partner to describe his or her family. Model how to answer the question by describing one of your family members.
3. Model how to write the answer to the question in third person as it appears in the Partner Time activity. Tell students that there are multiple answers to the question.
4. Monitor and facilitate the Partner Time activity.
5. When students finish, have them present their partner's description to the class.
6. Assign Portfolio Activity #16 (page 58) in the Student Portfolio.

# SONRISAS SPANISH

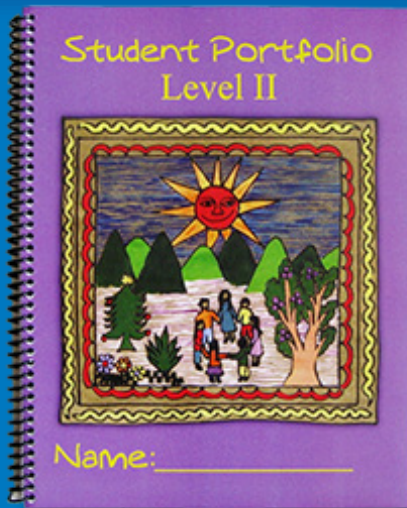
DEVELOP  
SONRISAS  
LEVEL 2  
GRADES 2-6



## THE STUDENT PORTFOLIO

The Level II Student Portfolio includes the same Portfolio Activity, Home Report, and Student Assessment pages as the Level I Teacher's Manual with these additions:

**THE PARTNER TIME PAGE** gives students directions on how to complete the Partner Time activity, which allows students to interact in the interpretive, interpersonal, and presentational modes. They are also required to read and write at a higher level.



### Partner Time #16

Name \_\_\_\_\_

Sonrisas Level II Student Portfolio, Lesson 16: *Describe la familia*

#### Instrucciones—Parte 1

Mira los párrafos que tu maestro/a ha puesto en la pizarra. Después de leer cada uno de ellos, haz a tu compañero/a una de las preguntas de abajo. Cuando tu compañero/a haya descrito una de las familias, escribe su respuesta. Después, es tu turno: tu compañero/a tiene que hacerte la otra pregunta para que tú describas la otra familia.

Look at the paragraphs your teacher has put on the board. After you have read each paragraph, ask your partner one of the questions below. After your partner has described one of the families, write his or her response. Then, it's your turn: Have your partner ask you the other question, then you describe the other family and write your response.

1. ¿Cómo es la familia de Julieta?

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

2. ¿Cómo es la familia de Santiago?

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

#### Instrucciones—Parte 2

Haz a tu compañero/a la pregunta de abajo y pídele que describa a uno o dos miembros de su familia. Escribe la respuesta de tu compañero/a en el espacio. Después presenta la respuesta de tu compañero/a a la clase.

Ask your partner the question below and have him or her describe one or two members of his or her family. Write your partner's response in the spaces. Then present your partner's answer to the class.

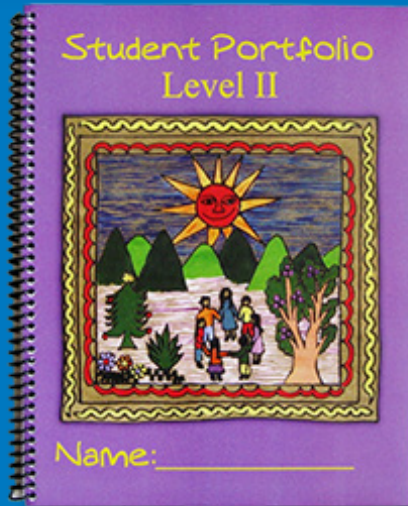
¿Cómo es tu familia?

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

El/La \_\_\_\_\_ de \_\_\_\_\_ es \_\_\_\_\_.

### PARTNER TIME ACTIVITIES

require students to interpret (read) text using the language that they learned in the main segments of the lesson.



#### La familia de Julieta

Hola, me llamo Julieta. Mi familia es muy grande. Está formada por mi papá, mi mamá, tres hermanos y dos hermanas. También tengo dos abuelas, un abuelo, cinco tíos, seis tías y doce primos. Mi papá es moreno, alto, y fuerte. Mi mamá es morena, guapa y muy cariñosa. Mis hermanos son flacos y simpáticos. Mis hermanas son inteligentes y guapas.

¿Cómo es la familia de Julieta?

El/La \_\_\_\_\_ de Julieta es \_\_\_\_\_.

#### La familia de Santiago

Hola, me llamo Santiago. Mi familia es muy pequeña. Está formada por mi papá, mi mamá, y una hermana. También tengo una abuela, un abuelo, un tío, una tía y un primo. Mi papá es inteligente y alto. Mi mamá es rubia y baja. Mi hermana es rubia y simpática. Mi abuelo es moreno y viejo. Mi abuela es rubia y vieja. Mi primo es bajo y gracioso.

¿Cómo es la familia de Santiago?

El/La \_\_\_\_\_ de Santiago es \_\_\_\_\_.

# SONRISAS SPANISH

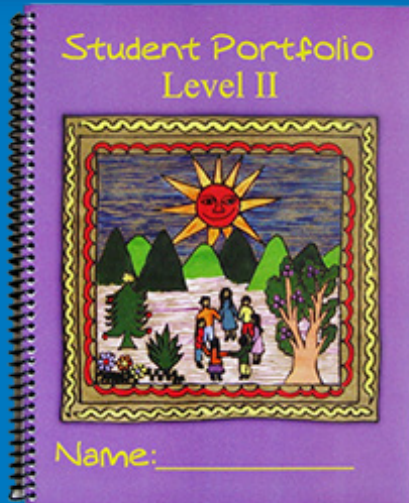
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## THE STUDENT PORTFOLIO

### PORTFOLIO ACTIVITIES

still give students the opportunity to practice language outcomes independently, but now the activities use more complex language and require more independent reading and writing.



### Portfolio Activity #16

Name \_\_\_\_\_

Sonrisas Level II Student Portfolio, Lesson 16: *Describe la familia*

#### Instrucciones

Usa el vocabulario de abajo para describir a dos miembros de tu familia. Puedes usar otros adjetivos que no estén en la lista.

Use the vocabulary below to describe two members of your family following the model. Feel free to use other adjectives that are not listed.

#### Vocabulario

papá	simpatico/a
mamá	guapo/a
hermano/a	alto/a
abuelo/a	flaco/a
tío/a	fuerte
primo/a	rubio/a
viejo/a	moreno/a
joven	cariñoso/a

#### Modelo

Mi hermana es inteligente.

¿Cómo es tu familia?

1. \_\_\_\_\_
2. \_\_\_\_\_



# SONRISAS SPANISH

Effective and Complete Elementary Spanish Curriculum

LEARN  
SONRISAS  
LEVEL 3  
GRADES 4-8



- To learn is to gain knowledge or understanding through study, instruction, or experience.
- Developmentally, upper elementary students are ready for more explicit instruction. They are ready to learn using abstract thought processes.
- After acquiring and developing a strong foundation of practical Spanish and an inherent understanding of many grammatical concepts, students are ready to begin learning the “how?” and “why?” of the Spanish language.
- Focus is still on communication.

**SONRISAS LEVEL III:** Continue to develop acquired language and add explicit instruction for culture, grammar, and communication strategies.

**CONTINUE:**

- Calendar activities
- Independent practice with Student Portfolio
- Thematic units
- Partner Time
- Independent reading and writing

**TPR:** This teaching method introduces new grammar concepts and phrases that are practical for classroom and everyday usage. It makes use of the acquisition mode of instruction by teaching new concepts through the body.

**SPELLING:** Students begin to integrate the sound and writing systems of Spanish. Students use their prior knowledge (from Sonrisas Level I and II) of the Spanish alphabet to form words.

**TPRS STORYTELLING®:** This highly effective language-learning method offers students 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. TPRS engages their imaginations and increases their retention of language structures through connection to the story.

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

**ADD:**

- TPR (Total Physical Response)
- Spelling
- Culture instruction
- Grammar instruction
- TPRS Storytelling
- Communication strategy instruction





# SONRISAS SPANISH

Effective and Complete Elementary Spanish Curriculum

LEARN  
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LEVEL 3  
GRADES 4-8



In Level III, the lesson structure changes—no more Circle Time, Story Time, and Art Time. Seven units contain ten lessons each with the consistent structure of a culture lesson, a grammar lesson, six lessons doing a TPRS story, a communication strategy lesson, then a culminating Partner Time lesson. Students warm up for each lesson with daily calendar activities, TPR, and spelling.

**CULTURAL INSTRUCTION:** Rather than adding culture as an afterthought, this instruction piques student interest at the beginning of a new unit by using text and images to generate a discussion. Students are encouraged to forge connections between the cultural information being presented and their own personal experiences as well as those of their teacher.

**GRAMMAR INSTRUCTION:** Students are introduced to a grammar concept that they will learn and practice in the Grammar Exercise, TPRS Story, and Partner Time activity.

**COMMUNICATION STRATEGY INSTRUCTION:** Students learn strategies that help them bridge communication gaps that result from differences of language and culture. This instruction empowers students by giving them the opportunity to practice the communication strategy in the reading and in the Partner Time activity in each unit.

# SONRISAS SPANISH

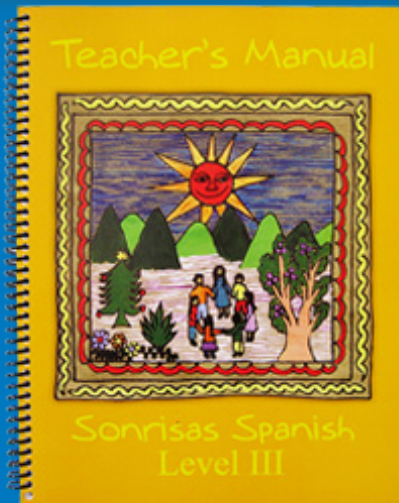
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## THE TEACHER'S MANUAL

### THE UNIT OVERVIEW

provides the teacher with a look at the communication objective and language outcomes for the lesson and what will be covered in the TPR, Culture, Grammar, TPRS Story, and Communication Strategy. Teachers can also find the standards correlation here.



## El coquí y Puerto Rico

### Unit Overview

3

#### Communication Objective

Students use the language and grammar concepts to write a poem about the *coquí* frog in Puerto Rico.

#### Language Outcomes

- Students comprehend affirmative commands, prepositions, and object pronouns in order to carry out physical actions.
- Students use different forms of the verbs *ser* and *estar* in order to write a poem about the *coquí* frog in Puerto Rico.

### Unit Guide



**TPR:** Incorporate object pronouns into your class routine—this is especially easy when you are passing out or collecting materials.

**Culture:** In the discussion, emphasize how the *coquí* has made an impact on the products and practices of Puerto Rican culture. You may also want to discuss the official state animals of your state.

**Grammar:** Using *ser* and *estar* correctly takes lots of practice. Aside from the grammar practice and exercise in this lesson, you may want to start incorporating additional practice with *ser* and *estar* into Calendar Time using the questions, or similar ones, from the practice section of the grammar lesson.

**TPRS Story:** The story incorporates different usages of *ser* and *estar*. You may want to pause periodically and quiz students on the different usages.

**Communication Strategy:** Make the connection for students of how they probably already use this strategy in English when reading more complex texts and how they can do the same thing in Spanish. During Partner Time, students are asked to guess the meaning of vocabulary words using the context of the reading. Facilitate this.

### Grammar Concepts and Communication Strategy



Affirmative commands  
Object pronouns  
*Ser* and *estar*

Getting meaning from context

### Standards Correlation

5Cs

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2



### THE LESSON PLAN

gives the teacher detailed directions of exactly how to implement the lesson.



#### Lesson Plan

3.1

## El coquí y Puerto Rico

Resource CD Images: Unit 3: Culture Introduction 1-Reading; Culture Introduction 2-4

### 1. Calendar Time

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

### 2. TPR

- *Mira a un compañero. Di "Yo soy tu compañero/a". Di "Tú eres mi compañero/a".*
- *Toma el lápiz. Dale el lápiz a tu compañero. Di "Tienes mi lápiz". Di "Dame el lápiz". Dale el lápiz a tu compañero.*
- *Toma el cuaderno. Dale el cuaderno a tu compañero. Di "Tienes mi cuaderno". Di "Dame el cuaderno". Dale el cuaderno a tu compañero.*
- *Abre el cuaderno. Escribe la fecha en el cuaderno.*

### 3. Spelling Activity

- *adentro, bajar, calor, chile, dale, and elefante*

### 4. Culture Introduction

- Tell students they are going to be learning about the *coquí* frog and its importance in Puerto Rican culture.
- Display the images and the reading from the Resource CD (see Resource CD images) on the board and/or refer to the reading on the next page.
- Review the images and the reading with students.
- Questions for discussion:
  1. Have any of you ever seen or heard a *coquí*?
  2. Can you think of any animals that are a symbol of your state or country?
  3. Why do you think certain countries choose animals as symbols of their culture?
- Tell students that in a few lessons they are going to use Spanish to write a poem about the *coquí* frog in Puerto Rico.



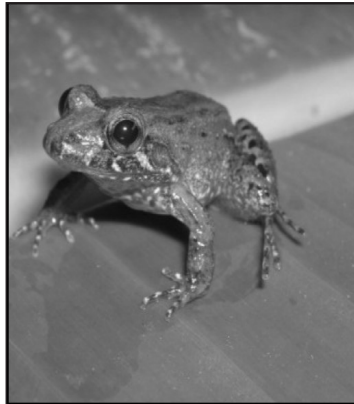
### THE CULTURAL INSTRUCTION PAGE

provides the teacher with text and images that introduce the cultural theme and generate a discussion. These pages are included on the Resource CD for displaying on whiteboards, mobile devices, etc.



#### El coquí y Puerto Rico

The coquí is a small tree frog, green, brown or yellow in color, that is native to the Caribbean islands and Central and South America. Coquíes can be found on the island of Puerto Rico where their song fills the air at night. The name coquí comes from the sound of their song, which sounds like *kō-kee*. Coquíes and their song are the focus of many Puerto Rican folktales, poems, and songs. There is even evidence, in the form of petroglyphs of coquíes, that the coquí has been part of Puerto Rican culture for thousands of years. Puerto Ricans also create jewelry and art that depicts the coquí. The coquí's presence in Puerto Rico is so strong that many Puerto Ricans consider it to be the national symbol of their country.



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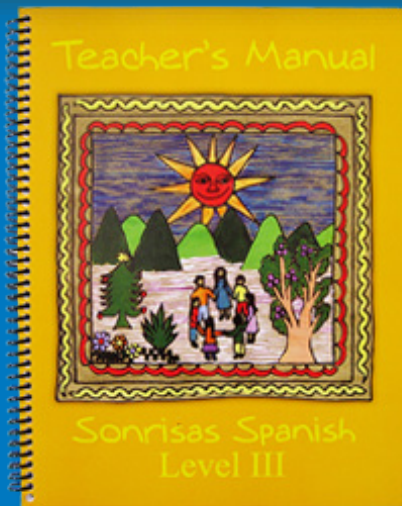
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## THE TEACHER'S MANUAL

### GRAMÁTICA (GRAMMAR) PAGE

enables the teacher to teach a grammar lesson. The teacher moves slowly through the lesson, reviewing information thoroughly and answering any questions students may have. The grammar lesson is included on the Resource CD and in the Student Portfolio.



Gramática

G3

## Ser and Estar

### SER AND ESTAR

1. In English there is only one verb that means *to be*, but in Spanish there are two: **ser** and **estar**.
2. **Ser** and **estar** are not regular verbs, which means they do not follow the same patterns for conjugation as regular verbs. Even though **estar** ends in **-ar**, it is not conjugated like regular **-ar** verbs. In addition, all forms of **estar**, except the **yo** and **nosotros/as** forms, have an accent on the **á**. **Ser** and **estar** are conjugated as follows:

**ser** = to be

<i>yo soy</i> = I am	<i>nosotros/as somos</i> = we are
<i>tú eres</i> = you (familiar) are	<i>vosotros/as sois</i> = you (plural) are
<i>él/ella es</i> = he, she is	<i>ellos/ellas son</i> = they are
<i>usted es</i> = you (formal) are	<i>ustedes son</i> = you (plural) are

**estar** = to be

<i>yo estoy</i> = I am	<i>nosotros/as estamos</i> = we are
<i>tú estás</i> = you (familiar) are	<i>vosotros/as estáis</i> = you (plural) are
<i>él/ella está</i> = he, she is	<i>ellos/ellas están</i> = they are
<i>usted está</i> = you (formal) are	<i>ustedes están</i> = you (plural) are

### Uses of ser and estar

Although **ser** and **estar** mean the same thing, they are used for different purposes. Below are some of the uses of **ser** and **estar**.

#### Use ser to:

1. Identify people and things.  
*Hola, soy Bruno.* = Hi, I'm Bruno.  
*Briana es mi amiga.* = Briana is my friend.  
*¿Qué son? Son mis poemas.* = What are they? They are my poems.
2. Talk about someone's occupation.  
*Mi mamá es doctora.* = My mom is a doctor.  
*Soy estudiante.* = I am a student.
3. Talk about where someone is from.  
*¿De dónde eres?* = Where are you from?  
*Yo soy de México.* = I'm from Mexico.
4. Indicate possession.  
*¿De quién es el cuaderno?* = Whose notebook is it?  
*Es de Jack.* = It's Jack's.  
*Las botas son de Haley.* = The boots are Haley's.
5. Tell time.  
*Son las dos.* = It's two o'clock.

# SONRISAS SPANISH

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## THE TEACHER'S MANUAL

### THE LESSON PLAN

pages for the TPRS Story script  
the story for the teacher—  
making it easy to follow.



Lesson Plan

3.3

## El coquí y Puerto Rico

Resource CD Images: Unit 3: 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

- *Mira a un compañero. Di "Yo soy tu compañero/a". Di "Tú eres mi compañero/a".*
- *Toma el lápiz. Dáselo a tu compañero. Di "Tienes mi lápiz". Di "Dámelo". Dáselo a tu compañero.*
- *Toma el cuaderno. Dáselo a tu compañero. Di "Tienes mi cuaderno". Di "Dámelo". Dáselo a tu compañero.*
- *Abre el cuaderno. Escribe la fecha en el cuaderno.*

### 3. Spelling Activity

- *me, necesitamos, oferta, poema, quien, and responde*

### 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).

# SONRISAS SPANISH

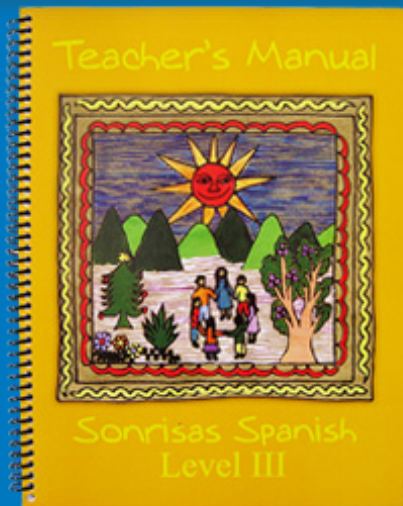
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## THE TEACHER'S MANUAL

### THE COMMUNICATION STRATEGY

page provides the teacher with the information to teach the strategy and do oral practice with students. These pages are included on the Resource CD and in the Student Portfolio.



Communication Strategy

CS3

### Getting Meaning from Context

When you read Spanish or have a conversation in Spanish, you most likely won't understand every word you read or hear. When you come across words or phrases that you don't know, you can use the context of the reading or conversation to help you guess the meaning of the unknown words and phrases. The context is the subject of the reading or conversation along with the words and phrases that surround the ones you don't know. The context gives you clues that help you understand the words you don't recognize.

Read the following paragraph about baseball in Puerto Rico. Then, using the context of the reading, try to guess the meaning of the words listed below.

#### El béisbol en Puerto Rico

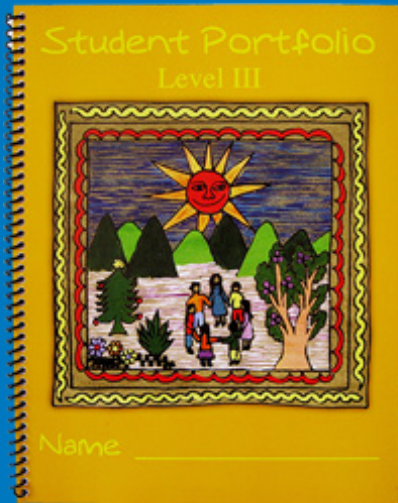
La Liga de Béisbol Profesional Roberto Clemente es la liga de béisbol profesional de Puerto Rico desde 1938. Está compuesta por seis equipos locales que disputan anualmente un campeonato eliminatorio, una semifinal donde participan los cuatro mejores equipos y una Serie Final entre los dos mejores equipos de la temporada.

Guess from the context or cognate:

- la liga
- desde
- equipos
- Serie Final
- mejores



**THE GRAMMAR EXERCISE** allows students to demonstrate their knowledge of the grammar concept that has been taught in the grammar lesson.



### Grammar Exercise #3

Name \_\_\_\_\_

Sonrisas Level III Student Portfolio, Unit 3: *El coquí y Puerto Rico*

#### Instrucciones

Revisa la información de la página 16 y completa los ejercicios siguientes.

Review the information on page 16, then complete the following exercises.

Complete each sentence with the correct form of *ser* or *estar*.

1. Ella \_\_\_\_\_ de Puerto Rico.
2. Mi hermana \_\_\_\_\_ enferma hoy.
3. Los gatos \_\_\_\_\_ de Mike.
4. Los libros \_\_\_\_\_ adentro de mi escritorio.
5. Ella \_\_\_\_\_ maestra de matemáticas.
6. Nosotros \_\_\_\_\_ estudiantes.
7. Mis padres \_\_\_\_\_ cansados.
8. ¿Qué hora \_\_\_\_\_?
9. Juan y Lisa \_\_\_\_\_ en la cafetería.

Write two original sentences using different forms of *ser* and two original sentences using different forms of *estar*.

#### SER

- 1.
- 2.

#### ESTAR

- 1.
- 2.



# SONRISAS SPANISH

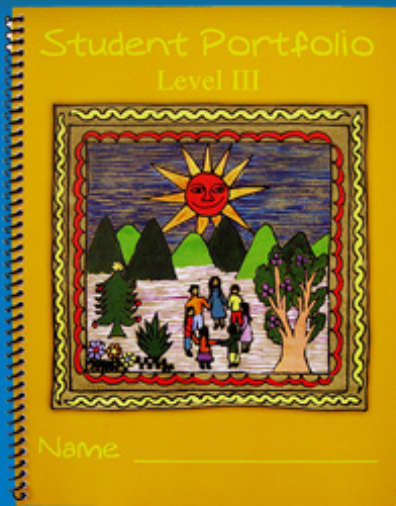
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## THE STUDENT PORTFOLIO

### THE PARTNER TIME ACTIVITY

is the culminating activity for each lesson. Students use what they have learned from the culture theme, grammar lesson, and the TPRS Story to complete a task using the three modes of communication—interpretive, interpersonal, and presentational.



### Partner Time #3

Name \_\_\_\_\_

Sonrisas Level III Student Portfolio, Unit 3: *El coquí y Puerto Rico*

#### Instrucciones

Primero, lee y traduce Lectura 3 (página 20) con tu maestro/a. Después de leer, intenta suponer el significado de las palabras en la derecha a partir del contexto o del cognado. Después, lee el poema “El coquí”. Luego vas a escribir tu propio poema sobre el coquí. Usa el vocabulario como sugerencia. Intenta usar formas de los verbos *ser* y *estar* en tu poema. Cuando termines, léele tu poema a tu compañero/a.

First, read and translate Lectura 3 (page 20) with your teacher. After you do the reading, try to guess the meaning of the words in the right-hand column from the context or from their cognate. Next, read the poem “El coquí.” Then you are going to write your own poem about the coquí. Use the vocabulary words below as suggestions. Try to use forms of the verbs *ser* and *estar* in your poem. When you are finished, read your poem to your partner.

#### Vocabulario

escuchar = to listen  
cantar = to sing  
saltar = to leap/jump  
hablar = to speak

mirar = to watch  
la noche = night  
la canción = song  
la rana = frog

linda/bonita = pretty/beautiful  
fuerte = strong/loud  
el coquí = the coqui frog  
ser/estar = to be

# SONRISAS SPANISH

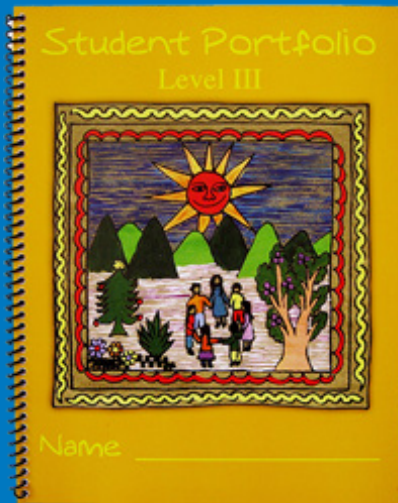
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## THE STUDENT PORTFOLIO

### THE LECTURA PAGE

is used for the culminating Partner Time activity. Students' reading skills are challenged.



Lectura

L3

## El coquí y Puerto Rico

### Vocabulario

*puertorriqueños* = Puerto Ricans  
*cuentos populares* = folktales  
*cada noche* = every night  
*empieza* = begins  
*canción* = song  
*suenas como* = sounds like

### Guess from the context or cognate

*símbolo* =  
*escriben* =  
*canciones* =  
*la puesta del sol* =  
*mascota* =  
*isla* =

El coquí es un símbolo muy importante en la cultura de Puerto Rico. Los puertorriqueños escriben poemas, canciones y cuentos populares sobre el coquí. Cada noche, con la puesta del sol, el coquí empieza a cantar. Su canción es muy linda y suena como "¡Coquí, coquí!" El coquí es la mascota de la isla de Puerto Rico.

### El coquí

Pequeña ranita,  
con una canción fuerte.

Es de noche,  
estoy en mi cama,  
y escucho bien.

El coquí canta.

Canta fuerte.

Canta para mí.

# SONRISAS SPANISH

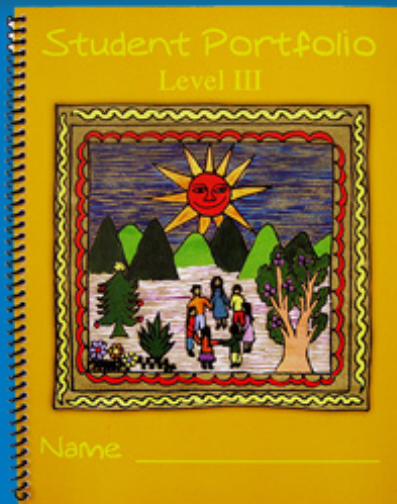
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## THE STUDENT PORTFOLIO

### THE HOME REPORT AND ASSESSMENT PAGE

serves multiple purposes; it provides parents with an overview of what their child is learning while also providing a summative assessment for both teacher and student.



### Home Report and Assessment: El coquí y Puerto Rico

Date \_\_\_\_\_

Student \_\_\_\_\_

#### Unit Overview

3

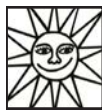
#### Communication Objective

Students use the language and grammar concepts to write a poem about the *coquí* frog in Puerto Rico.

#### Language Outcomes

- Students comprehend affirmative commands, prepositions, and object pronouns in order to carry out physical actions.
- Students use different forms of the verbs *ser* and *estar* in order to write a poem about the *coquí* frog in Puerto Rico.

#### Student Assessment



#### I can:

- Comprehend affirmative commands such as *toma*, *mira*, and *levanta*.
- Comprehend prepositions such as *a la derecha*, *detrás*, and *adentro*.
- Comprehend object pronouns when they are used with an affirmative command such as *Dámelo* or *Ponlo*.
- Use the different forms of *ser* and *estar* correctly.
- Use context to discover the meaning of unknown vocabulary.

#### Grammar Concepts and Communication Strategy



Affirmative commands  
Object pronouns  
*Ser* and *estar*

Getting meaning from context

#### Home Enrichment



Have your child explain to you some of the differences between *ser* and *estar* and then conjugate both verbs for you. Have your child read the poem that he or she wrote in this lesson to you. Have your child read the story from this lesson to you.



# SONRISAS SPANISH

Effective and Complete Elementary Spanish Curriculum

## Outcomes of the **ACQUIRE, DEVELOP, LEARN**<sup>®</sup> Methodology

**Students become effective Spanish communicators, globally literate citizens, and lifelong language learners by:**

- **communicating effectively in Spanish in a variety of situations and for multiple purposes**
- **communicating and interacting with cultural competence in order to participate in multilingual communities at home and around the world**
- **having fun and using Spanish for enjoyment, enrichment, and advancement**

**Students develop a strong foundation in Spanish—preparing them for higher level courses in middle and high school.**



# SONRISAS SPANISH

Effective and Complete Elementary Spanish Curriculum

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- **FREE SHIPPING** is included for all orders (except bulk portfolios and individual storybooks).
- Orders go out same or next day they are received and ship **USPS priority (2–3 business days)**.
- Price of the storybook sets fluctuates depending on availability of titles. (Check website for current price.)

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Includes:

- Level I Curriculum
- Level II Curriculum
- Cultural Curriculum
- Calendar Time Guide
- 2 music CDs
- Over 70 interactive classroom posters

### COMPLETE PROGRAM STORYBOOK SET = \$590

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- 63 Spanish children's storybooks, one for each lesson in Level I, Level II, and the Cultural Curriculum

### SONRISAS LEVEL I = \$489

Includes:

- Teacher's Manual with 35 lessons for beginner Spanish students, including 60 art projects and a complete guide to methodology and implementation
- Student Portfolio with 35 Portfolio Activities that correspond to the lessons in Level I. The portfolio also includes formative and summative assessments and home reports. It is fully reproducible and comes in both a hard copy and a digital version (on the Resource CD)
- Resource CD with 105 visual aids and reproducibles for the lessons
- 2 music CDs (Sonrisas CD and Canciones Culturales CD) with a total of 47 songs for use in the lessons
- Calendar Time Guide with over 70 activities for calendar time
- Over 70 interactive classroom posters

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Includes:

- 31 Spanish children's storybooks, one for each lesson in Sonrisas Level I

### SONRISAS LEVEL II = \$575

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- Teacher's Manual with 37 lessons, organized into seven thematic units, including 43 art projects and a complete guide to methodology and implementation
- Student Portfolio with 37 Partner Time activities and 37 Portfolio Activities that correspond to the lessons in Level II. The portfolio also includes formative and summative assessments and home reports. It is fully reproducible and comes in both a hard copy and a digital version (on the Resource CD)
- Resource CD with 167 visual aids and reproducibles for the lessons and Partner Time activities
- 2 music CDs (Sonrisas CD and Canciones Culturales CD) with a total of 47 songs for use in the lessons
- Calendar Time Guide with over 70 activities for calendar time
- Over 70 interactive classroom posters



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### LEVEL II STORYBOOK SET = \$295

Includes:

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### SONRISAS LEVEL III = \$389

Includes:

- Level III Teacher's Manual
- Level III Student Portfolio
- Level III Resource CD

### SONRISAS CULTURAL CURRICULUM = \$45

Includes:

- Teacher's Manual
- 9 supplemental cultural lessons that can be used with Level I or Level II

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### SONRISAS CALENDAR TIME CURRICULUM = \$189

Includes:

- Over 70 activities
- Calendar Time Guide
- 69 small format interactive posters
- 4 large format interactive posters

### LEVEL I PRESCHOOL EDITION = \$249

Includes:

- Level I Teacher's Manual
- 2 music CDs

### PRESCHOOL PACKAGE = \$395

Includes:

- Level I Teacher's Manual
- 2 music CDs
- Calendar Time Guide
- 69 small format interactive posters
- 4 large format interactive posters

### LEVEL I STUDENT PORTFOLIO BULK PRICING:

- 10–19 portfolios = \$11.99 each
- 20–49 portfolios = \$10.99 each
- 50–99 portfolios = \$9.99 each
- 100+ portfolios = \$8.99 each

### LEVEL II STUDENT PORTFOLIO BULK PRICING:

- 10–19 portfolios = \$17.99 each
- 20–49 portfolios = \$16.99 each
- 50–99 portfolios = \$15.99 each
- 100+ portfolios = \$14.99 each



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## ACQUIRE, DEVELOP, LEARN®

**[Sonrisasspanish.com](http://Sonrisasspanish.com)**

**[info@sonrisasspanish.com](mailto:info@sonrisasspanish.com)**

**(970) 264-9288 office**

**(970) 264-9286 fax**

**P.O. Box 3806**

**Pagosa Springs, CO 81147**