

## Unit Guide for **¡Demasiadas listas! (Lots of Lists)**

### OVERVIEW

Focus on:

- Instructional Terms: Genre Study – Narrative Fiction
- Instructional Terms: School Words – **escrito por, ilustrado por, adaptado por**
- Lesson with scripting in Spanish for **¿Qué haces bajo el sol?** (*What Did You Do in the Sun?*)
- List of thematically-related books written in Spanish
- **¡Ojo!** – Things to keep in mind when teaching Spanish
- Exploring language through regionalisms: food words
- Exploring language through cognates: outdoors words

### PREPARE TO TEACH

**¿Qué haces bajo el sol?** (*What Did You Do in the Sun?*)

**Synopsis:** A teacher asks her class what they did in the sun. Each child recounts one of his or her summer activities.

### INSTRUCTIONAL TERMS

#### Genre Study: Narrative Fiction

A narration is the act of telling a sequence of events, often in chronological order. The term refers to any story, whether in prose or verse, involving events, characters, and what the characters say and do. A narrative is, likewise, the story or account itself. In narrative fiction common to literature, the narrative is usually creative and imaginative rather than strictly factual, as in fairy tales, legends, and children's stories, among others.

During the early grades, reading comprehension of narrative text is a significant component of academic performance.

#### School Words: **escrito por, ilustrado por, adaptado por**

Ensure students are familiar with “school” words used in this unit. Use one of the title pages from Destination Reading – Spanish or another title page from a book you have in the classroom. Draw student's attention to the words **escrito por, ilustrado por, or adaptado por** and explain that the person who writes, illustrates, or adapts the story has their name written on the front of the book.

### Scope and Sequence at a Glance

Focus on consonants V, K, Q, J, X, Y, and Z, using repetition and lists of picture-words and words in order to learn sounds and construct words

#### Genres

- Informational Text
- Fiction

#### Phonemic Awareness and Phonics

- Recognizing and constructing words that belong to the word families *va, ve, vi, vo, vu, ka, ke, ki, ko, ku, que, qui, ja, je, ji, jo, ju, xa, xe, xi, xo, xu, ya, ye, yi, yo, yu, za, ze, zi, zo, zu*

#### Frequently Used Words

- Recognizing and using the words *hasta, contra, por, sin, and sobre*

#### Comprehension Skills and Strategies

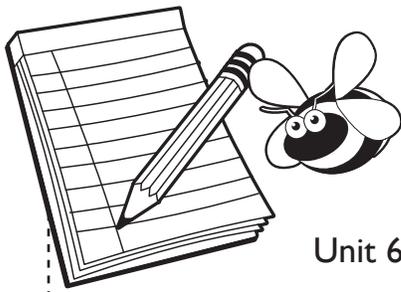
- Applying the principle of predictable text to read a selection
- Constructing a list and recognizing its function

#### Listening Skills

- Developing listening skills by hearing text read aloud

#### Writing

- Constructing a list of picture-words and words



## Unit 6: ¡Demasiadas listas!

### Book List

This is a list of books related to food written in Spanish. Children will enjoy hearing these books read aloud.

**Espaguetis para Susana**  
by Peta Coplans. 2004.  
Ediciones Alfaguara.

Susana likes spaghetti so much that she does not want to eat anything else. Some friends will show her that there are other equally delicious and satisfying foods.

**Los bigotes de chocolate**  
by Alejandra Vallejo-Nágera. 2002. Ediciones Alfaguara.

What happens to Lola when she doesn't wipe her mouth clean after drinking a glass of chocolate milk?

**Mermelada de fresa**  
by Daniel Nesquens. 2001.  
Editorial Anaya.

A little mouse enjoys eating strawberry jam, instead of cheese, at breakfast with its owner.

### BEFORE READING

#### Vocabulary Strategy: Context Clues and Using Pictures

Have pictures of a jacuzzi, a cabin, digging, and a hammock available. You can print them from an Internet image search. Write the words on the board. Read each word twice followed by the sentences. After reading each sentence twice, ask the children:

**¿Qué creen que quiere decir la palabra \_\_\_\_\_?** (What do you think the word \_\_\_\_\_ means?) If children cannot infer the meaning of the word, show the picture and explain the word.

### VOCABULARY

- 1. jacuzzi** (*noun, m.*) bañera para descansar donde el agua nos da masaje (jacuzzi)
  - Es muy divertido bañarse en un **jacuzzi**.  
(It's fun to be in a jacuzzi.)
  - Mamá se baña en el **jacuzzi** para descansar.  
(Mama gets into the jacuzzi to relax.)
- 2. cabaña** (*noun, f.*) vivienda pequeña hecha de madera y materiales de la naturaleza (cabin, hut)
  - Nos quedamos a dormir en una **cabaña** durante las vacaciones.  
(We sleep in a cabin during vacation.)
  - La familia vive en una **cabaña** en la playa.  
(The family lives in a cabin on the beach.)
- 3. excavar** (*verb*) hacer un hoyo en la tierra (excavate, dig)
  - ¡Enterremos el tesoro para **excavarlo** luego!  
(Let's bury the treasure and then dig it up later!)
  - El perro **excavaba** en busca de un hueso.  
(The dog was digging for a bone.)
- 4. hamaca** (*noun, f.*) Red o malla de tela gruesa que se amarra a dos árboles o estacas y se usa para acostarse o sentarse (hammock)
  - Pasé la tarde en una **hamaca** bajo la sombra.  
(I spent the afternoon in a hammock in the shade.)
  - Me mecía en la **hamaca** mientras observaba las nubes.  
(I swung in the hammock while I watched the clouds.)

### Building Background

To build on students' background knowledge, start a conversation with them about outdoor activities. Ask: **¿Qué tipo de actividades les gusta hacer durante el verano?** (What kinds of activities do you like to do in the summer?) Write five of the activities on the board and read the list to the children.





## Unit 6: ¡Demasiadas listas!

### Comprehension Strategy/Skill: Constructing Lists

Tell children: **Hagamos una lista. ¿Qué lugares visitan sus familias y ustedes en el verano?** (Let's make a list. What places do you and your family visit in the summer?) Write the title of the list on the board: **Lugares** (Places). Write a few places that children suggest. Read the list to the children.

### Set Purpose for Reading

Tell children: **Ahora van a leer un cuento sobre lo que unos niños hacen bajo el sol. Van a leer para averiguar qué son esas actividades. Mientras leen, traten de recordar las diferentes cosas que hacen los niños bajo el sol.** (Now you are going to read a story about what some children do in the sun. You are going to read to find out what some of those activities are. While you read, try to remember the different things these children do in the sun.)

### DURING READING

Make groups of 4 children with different reading proficiency levels and tell them: **Mientras leen, hagan dibujos de las actividades que hacen los niños del cuento bajo el sol.** (While you read, draw the things that the children from the story do in the sun.) When they finish, you may wish to display their work in the classroom.

### Differentiated Instruction

**Special Needs Children:** Children look for pictures that show outdoor activities.

**Extra Support:** Children construct a list of things they like to do in the sun and share it with younger children.

**Advanced Spanish Students:** Children write a list of activities from their drawings.

### AFTER READING

Ask students the question under the light bulb icon in the reading as an informal way of checking their comprehension. **¿Puedes pensar en actividades que te gustan hacer bajo el sol?** (Can you think of things you like to do in the sun?) Possible answers: **nadar, caminar por el bosque, buscar tesoros** (swimming, hiking, treasure hunting).

### EXPLORING LANGUAGE

**Y tú, ¿cómo dices...?**

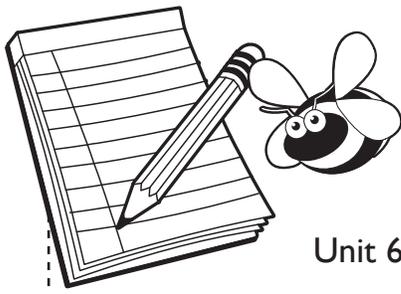
#### Regionalisms

The unit theme **¡Demasiadas listas!** affords many opportunities for exploring the richness of the Spanish language when it comes to food. Tap into students' diverse language backgrounds by commenting on the different word choices that are possible for words presented in this unit. Say to students: **Y en tu casa, ¿cómo dicen (o cómo le llaman) a...?**

### ¡OJO! (Watch out for ...)

Some of the letters that children study in Unit 6 make sounds that are associated with more than one letter in Spanish.

- Most Spanish speakers pronounce /v/ and /b/ the same way – somewhere between the two sounds in English.
- Some Spanish speakers pronounce /y/ and /ll/ the same way.
- The consonant sounds /ge/ and /gi/ sound the same as /je/ and /ji/.
- Most words in Spanish beginning with K are “imported” words. Students may not be familiar with these words in the unit: **kiwi, kinoto** (also **quinoto**) (kumquat), **kimono, karateca** (karate student), **kilo** (kilogram).



## Unit 6: ¡Demasiadas listas!

- **judías** (green beans)  
Also known as: **ejotes** (Mexico); **judías verdes, habichuelas verdes** (Spain)
- **hongos** (mushrooms)  
Also known as: **setas** (Spain, Latin America); **champiñones** (Mexico)
- **jalea** (jam)  
Also known as: **mermelada** (Mexico)

Ask students for their words for: **cacahuete** (peanuts) (**maní**); **palomitas de maíz** (popcorn) (**rositas de maíz, canguil, cancha**); **plátano** (banana) (**banana, guineo, banano**); **frijoles** (beans) (**habichuelas, habas, fréjoles**).

### La misma raíz

#### Cognates

Cognates, or words in English and Spanish that share the same origin, offer a natural scaffolding that children can use to “grow” their vocabulary in both languages. Help children see these links between the two languages by commenting on the words presented in this unit that are examples of cognates.

Display the words below and say to children: **Hay palabras en esta unidad que son muy parecidas en inglés y en español. Vamos a estudiar algunas de ellas.** (There are words in this unit that are very similar in English and in Spanish. Let’s study some of them now.)

- **listas** (lists)
- **actividad** (activity)
- **insecto** (insect)
- **enorme** (enormous)
- **mapa** (map)
- **excursión** (excursion)

Explain that **excursión** (excursion) means **pasadía** (field trip).

Recite this traditional riddle for children:

**Llevo mi casa al hombro,** (I carry my house on my back,  
**Camino sin una pata,** I walk on one foot,  
**Y voy marcando mi huella** I mark my trail,  
**Con un hilito de plata.** with a fine thread of silver.  
**¿Quién soy? (un caracol)** Who am I?) (a snail)

Use the image of the snail in this unit to explain the links between languages. Say: **Así como el caracol va dejando un hilito de plata al moverse de un lado a otro, hay “un hilito de plata” entre algunas palabras en inglés y español. Si lo buscan, encontrarán el parecido entre muchas palabras.** (Just as a snail leaves a silver thread behind it as it moves from place to place, there’s a “silver thread” between some English and Spanish words. If you look for it, you’ll find similarities between many words.)

## THE READING-WRITING CONNECTION

### Cooperative Learning: Making a Grocery List

Have groups of 4 children with different reading proficiency levels make a list, in English and Spanish, which they could use to shop for a family’s groceries. Ask each group to prepare one list.

My Grocery List	
English	Spanish
milk	leche
cereal	cereal
spaghetti	espagueti

