¿Cómo se dice?

Presentation

Suggestions


• Have students look at the pictures in the book and then ask them: ¿Adónde vas? Solicitar 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.

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

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.
¡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?

Exercise A

Answers will vary according to student questions.

Workbook

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

¡Usalo! provides a wealth of activities designed to meet the needs of all students.
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.

### 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?

<table>
<thead>
<tr>
<th>Place</th>
<th>Total de alumnos</th>
<th>Fracción</th>
</tr>
</thead>
<tbody>
<tr>
<td>biblioteca</td>
<td>✓ ✓ ✓ = 3</td>
<td>3/35</td>
</tr>
<tr>
<td>clase de arte</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clase de música</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clase de computadoras</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gimnasio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

### Workbook

Have students use Workbook page 60 to practice using fractions.

### 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.