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# UNIT 1 • CHAPTER 1

Level 1

Teacher Edition

Presented By:



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Unit 1 Chapter 1: Salutations and Small Talk			
<b>Essential Question:</b>	How does the <i>practice</i> of greetings change based on cultural <i>perspectives</i> ?		
<b>Key Culture Points:</b>	<ul style="list-style-type: none"> <li>• Greeting customs</li> <li>• <i>Tú</i> vs. <i>usted</i></li> <li>• Climate across Latin America</li> </ul>		
<b>Learning Objectives:</b>	<i>Students can:</i>		
	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Greet people</li> <li>• Express how someone feels</li> <li>• Express gratitude</li> <li>• Comment on the weather</li> <li>• Say goodbye</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Use personal pronouns</li> <li>• Be introduced to subject-verb agreement</li> <li>• Use the verb <i>estar</i></li> <li>• Create affirmative sentences and questions</li> <li>• Recognize gender agreement of adjectives</li> <li>• Learn when to use <i>tú</i> and <i>usted</i></li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Greet people</li> <li>• Express how someone feels</li> <li>• Express gratitude</li> <li>• Comment on the weather</li> <li>• Say goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• Use personal pronouns</li> <li>• Be introduced to subject-verb agreement</li> <li>• Use the verb <i>estar</i></li> <li>• Create affirmative sentences and questions</li> <li>• Recognize gender agreement of adjectives</li> <li>• Learn when to use <i>tú</i> and <i>usted</i></li> </ul>
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<b>Projects:</b>	<ul style="list-style-type: none"> <li>• <i>Fórum hispanohablante</i>: Research the climate of their assigned Spanish-speaking country and prepare that portion of their block-level project.</li> <li>• <i>Reflexión: Mi equipo y yo</i>: Reflect on how well their group has upheld group norms and on their own work and performance.</li> <li>• <i>Soy yo</i>: Practice greetings, small talk, and farewells in preparation for the gallery walk at the end of the 5-chapter block.</li> </ul>		
<b>Important Links:</b>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• <a href="#">Mango Platform Curriculum Tab</a> (Access semester materials here)</li> <li>• Chapter Slides               <ul style="list-style-type: none"> <li>○ <a href="#">Lesson 1 slides</a></li> <li>○ Lesson 2 slides</li> <li>○ Lesson 3 slides</li> <li>○ Lesson 4 slides</li> <li>○ Lesson 5 slides</li> <li>○ Cumulative Activities slides</li> </ul> </li> </ul> </td> <td style="vertical-align: middle; text-align: center; width: 50%;"> <p><b>Sample Materials</b> To see more lessons, <a href="#">request a demo.</a></p> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• <a href="#">Mango Platform Curriculum Tab</a> (Access semester materials here)</li> <li>• Chapter Slides               <ul style="list-style-type: none"> <li>○ <a href="#">Lesson 1 slides</a></li> <li>○ Lesson 2 slides</li> <li>○ Lesson 3 slides</li> <li>○ Lesson 4 slides</li> <li>○ Lesson 5 slides</li> <li>○ Cumulative Activities slides</li> </ul> </li> </ul>	<p><b>Sample Materials</b> To see more lessons, <a href="#">request a demo.</a></p>
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Prep
<p><i>Print as many copies of the <a href="#">Student Materials</a> as needed for your class so that each student has one copy of all the relevant worksheets.</i></p> <p><i>Please refer to the chapter’s lesson plans for any further activity-specific “Prep” instructions. Certain lessons may or may not require additional materials and support documents (“Teacher Materials”).</i></p>



# Pacing Guide for Unit 1 Chapter 1



Lesson Number, Topic, and Content	Corresponding Digital Lesson(s)	Suggested Time
<b>Lesson 1 - Greetings</b> <ul style="list-style-type: none"> <li>● Personal Learning Goals</li> <li>● Chapter Preview: KWL</li> <li>● ¡Hola! - Speaking</li> <li>● Hello and Goodbye - Culture</li> </ul>	Chapter 1 Lesson 1	55 - 80 minutes
<b>Lesson 2 - Small Talk Intro</b> <ul style="list-style-type: none"> <li>● ¿Tú o usted? - Culture</li> <li>● ¿Cómo estás? - Vocabulary</li> <li>● ¿Quién soy yo? - Speaking</li> <li>● Los pronombres personales, parte 1 - Grammar</li> </ul>	Chapter 1 Lesson 2	75 - 100 minutes
<b>Lesson 3 - Responding to Simple Queries</b> <ul style="list-style-type: none"> <li>● ¿Cómo están? - Vocabulary</li> <li>● Gender and Number - Grammar</li> <li>● Sentence Builder - Grammar</li> <li>● Memory Game - Vocabulary</li> <li>● Real Academia Española - Culture</li> <li>● Greetings - Writing</li> </ul>	Chapter 1 Lesson 3	100 - 140 minutes
<b>Lesson 4 - Weather</b> <ul style="list-style-type: none"> <li>● Conversation Annotation, Part 1</li> <li>● El tiempo - Listening</li> <li>● El clima en... - Reading</li> <li>● Los pronombres personales, parte 2 - Grammar</li> <li>● Homework Challenge</li> </ul>	Chapter 1 Lesson 4 Chapter 1 Lesson 5	70 - 100 minutes
<b>Lesson 5 - Saying Goodbyes</b> <ul style="list-style-type: none"> <li>● Weather Forecast - Vocabulary</li> <li>● Conversation Annotation, Part 2</li> <li>● Calendar Talk - Vocabulary</li> <li>● Alejandro y Juanita - Reading</li> <li>● Conversación - Speaking</li> <li>● Closer: Timed Production Exercise</li> </ul>	Chapter 1 Lesson 6 Chapter 1 Lesson 7	85 - 120 minutes
<b>Chapter Checkpoint</b> <ul style="list-style-type: none"> <li>● Cumulative Listening Activity</li> <li>● Cumulative Reading Activity</li> <li>● Fórum Hispanohablante: El clima</li> <li>● Reflexión: Mi equipo y yo</li> <li>● Soy yo Project, parte 1</li> <li>● Vocabulary Quiz</li> <li>● Cumulative Chapter Quiz</li> <li>● Chapter Closure: KWL</li> </ul>		4 - 5 hours



# Lesson 1

55 - 80 MINUTES OF INSTRUCTION | [SLIDES](#)

Learning Objectives	Core Vocabulary / Phrases
<ul style="list-style-type: none"> <li>Greet people</li> </ul>	<ul style="list-style-type: none"> <li>Hola.</li> <li>Buenos días.</li> <li>Buenas tardes.</li> <li>Buenas noches.</li> </ul>
Standards Addressed	
<ul style="list-style-type: none"> <li>1.1 - Interpersonal Communication</li> <li>1.2 - Interpretive Communication</li> <li>2.1 - Relating Cultural Practices to Perspectives</li> <li>5.2 - Lifelong Learning</li> </ul>	

Activity Title & Info	Activity Instructions
<p><b>Opener</b></p>	<p>Introduce students to Mango and walk them through the interface of Lesson 1.</p> <p><b>NOTE:</b> Each <b>Opener</b> and <b>Closer</b> should take 5 mins unless otherwise noted.</p> <p><b>NOTE:</b> Teachers may implement a “flipped classroom” model by assigning the Digital Lessons as homework to be completed before the class. Valuable class time can then be spent on reinforcing the concepts through the activities.</p>
<p><b>Personal Learning Goals</b></p> <p>5 - 10 Mins</p> <p><a href="#">Worksheet</a></p> <p>WRSLL 5.2</p>	<p>Introduce students to the Learning Objectives of the chapter and have them complete the <b>Personal Learning Goals</b> worksheet.</p> <p><b>NOTE:</b> Scaffold this activity by introducing students to different strategies, tools, and resources that can help them meet their goals. For more information about setting SMART goals, see the Teacher Tip below.</p> <p> <b>TEACHER TIP</b></p>
<p><a href="#">Digital Lesson 1</a> </p> <p>15 - 20 Mins</p>	<p>Students complete Lesson 1 in the Mango platform. When finished, they complete one session of daily review if time allows.</p> <p><b>NOTE:</b> The lessons found in the Mango learning platform will be referred to as “Digital Lessons” to distinguish them from the Curriculum Lessons found in this document. There will likely be more than one Digital Lesson per Curriculum Lesson.</p>

<p><b>Chapter Preview: KWL</b></p> <p>5 - 10 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i> WRSLL 1.2, 5.2</p>	<p>Read the conversation aloud to students or play it from the Mango platform. Students should be able to see the conversation while listening to it.</p> <p>Students complete the <b>K</b> and <b>W</b> parts of the <b>KWL chart</b>.</p> <p><b>NOTE:</b> The conversation is previewed at the beginning of each chapter and reviewed at the end of each chapter. Start getting students familiar with this process, and be sure they keep the worksheet for later.</p>
<p><b>¡Hola!</b></p> <p>Interpersonal Speaking</p> <p>10 - 15 Mins</p> <p><i>Bloom's: Remember</i> WRSLL 1.1</p>	<p>Display the slides, and carry out the activity as follows:</p> <ul style="list-style-type: none"> <li>● Review the four greeting phrases.</li> <li>● Have students discuss the <i>¡Con tu compañero/a!</i> question on the slide about greetings and times of day with a partner, then review the culture note as a class.</li> <li>● Have students practice the first conversation on the slides with the same partner.</li> <li>● For the next conversation, students participate in a <i>Dos filas</i> activity. Display the instructions, and tell them what time of day it is. Have them complete the conversation appropriately. Then, they rotate partners and give them a new time of day. Repeat as many times as needed until they have sufficient practice.</li> </ul> <p><b>NOTE:</b> <i>Dos filas</i> activities are where students continually change partners throughout the activity. View an example of a <i>Dos filas</i> activity <a href="#">here</a>.</p> <p><small>"SF Student Speed Dating Class," by Santa Fe College Educational Media Studio, available on YouTube at <a href="https://www.youtube.com/watch?v=rbp9peZX77w">https://www.youtube.com/watch?v=rbp9peZX77w</a>.</small></p>
<p><b>Hello and Goodbye</b></p> <p>Cultural Activity</p> <p>10 - 15 Mins</p> <p><a href="#">Worksheet</a></p> <p><i>Bloom's: Understand</i> WRSLL 2.1</p>	<p>Show the list of greetings and goodbyes found on the <b>Hello and Goodbye</b> worksheet.</p> <p>Students work with the teacher to sort them into "Hello" and "Goodbye" categories. Some of these words are brand new and students may not know the answer- help make an educated guess by using them in examples or pointing out cognates and encourage them to add words they find useful to their <b>Vocabulary Reference Sheet</b>. Then, students answer the questions individually on their worksheet then discuss the answers with their partner.</p> <p><b>NOTE:</b> Students should be encouraged to add vocabulary items to the My Vocabulary portion of their <b>Vocabulary Reference sheet</b>, or to the My Vocabulary page on the Mango App any time they encounter vocabulary they don't know and wish to learn.</p>
<p><b>Closer</b></p> <p>WRSLL 1.1</p>	<p>As a verbal exit ticket, students choose an appropriate way to say goodbye from the list.</p>





## Teacher Tip - SMART Goals

### WHAT ARE THEY?

Goals for language learning that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely. They often take the form of “Can-Do Statements”, which describe what learners can accomplish at a given proficiency level. Mango’s SMART Goals appear on the chapter title pages.

### WHY SHOULD I IMPLEMENT THEM?

Asking students to set SMART goals helps them become more invested in their own learning. Goals give students a clear target to aim for and are an anchor point for planning and managing classroom learning.

### HOW CAN I IMPLEMENT THEM?

**Have Students Set Learning Goals.** At the beginning of each chapter, ask students to identify the Learning Objectives they would *most* like to meet (see: Personal Learning Goals activity) and fill out the first part of the Know, Want, Learn (KWL) chart for that chapter.

**Have Students Monitor Their Progress.** At the end of each chapter, ask students to revisit their goals and complete the KWL chart. Have students compare and discuss how what they’ve learned related to their initial goals, and what areas they need to focus on in the future.

### RESOURCES:

- [NCSSFL-ACTFL Can-Do Statements](#)
- [How to Set Good Language Learning Goals](#)
- [Setting Goals in the Foreign Language Classroom - w/classroom.com](#)
- [6 Activities That Inspire A Goal-Setting Mindset In Students | Edutopia](#)
- [Key Ideas for Successful Goal Setting with Students, by Jessica Boschen, What I Have Learned.](#)





# Personal Learning Goals

## INSTRUCTIONS:

Read the chapter goals listed in the chart. Put a checkmark next to two goals you would *especially* like to achieve (or write your own goal related to the chapter theme). Then, jot down what strategies, tools, or resources you can use to achieve that goal. Finally, think about the questions below and discuss them with a partner or small group.

Chapter 1 Theme: Salutations and Small Talk	
Goals	Strategies, Tools, Resources
<p><i>I want to be able to...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> greet people</li><li><input type="checkbox"/> express how someone feels</li><li><input type="checkbox"/> express gratitude</li><li><input type="checkbox"/> comment on the weather</li><li><input type="checkbox"/> say goodbye</li><li><input type="checkbox"/> _____</li></ul>	<p><i>To achieve these goals, I will...</i></p> <p><i>Examples:</i></p> <p>...<u>focus on how my teacher says hello and goodbye</u></p> <p>...<u>ask my teacher if I get stuck</u></p> <p>...<u>use an online dictionary (like WordReference) to look up new words</u></p>

## Discussion Questions:

1. Why did you choose to focus on these two goals?
  
  
2. What strategies, tools, and resources can help you meet these goals?



# KWL

## INSTRUCTIONS:

As a class, listen to the conversation below and complete the **K** and **W** of the KWL chart. You will complete the **L** section and the questions at the end of the chapter.

**Adriana:** ¡Hola! ¿Cómo está usted?

**Jaime:** ¡Buenos días! Estoy bien, gracias. ¿Y usted?

**Adriana:** Estoy bien también. Gracias.

**Jaime:** ¡Qué día tan frío!

**Jaime:** Bueno, que tenga un buen día.

**Adriana:** Igualmente. Adiós.

<b>K</b> What I already <u>know</u>	<b>W</b> What I <u>want</u> to know	<b>L</b> What I <u>learned</u>

**Discuss these questions with a partner at the end of the chapter:**

1. Go back to the goals you chose at the beginning of the chapter. Based on what you've learned (L), how much progress have you made toward meeting those goals? What do you still need to work on?
2. Which activities from the chapter were most helpful for learning how to talk about the weather?
3. As you have learned, the pronouns *tú* compared to *usted* are used in different situations when talking to different people. Can you give any examples?



# Hello and Goodbye

## INSTRUCTIONS:

Write the greetings and goodbyes that are in the word bank below in the appropriate category based on your conversation with your classmates and teacher. **Note:** You have not seen some of these words before! Listen to your teacher's explanations and make educated guesses.



Hasta luego.  
Adiós.  
¿Qué tal?  
Buenas.  
¿Qué hay de nuevo?

Hola.  
Nos vemos.  
¿Qué pasa?  
Chao.  
¡Cuídate!  
Buen día.

Greetings / Saludos	Goodbyes / Despedidas
¿Qué tal?	Hasta luego.
Buenas.	Adiós.
¿Qué hay de nuevo?	Nos vemos.
Hola.	Chao.
¿Qué pasa?	¡Cuídate!
Buen día. (both correct)	Buen día. (both correct)

## Intercultural Reflection DOK LEVEL 4

1. Are there any English greetings that are specific to particular times of the day or year? How is this similar or different in Spanish?

\_\_\_\_\_

2. What are some other ways that people greet each other?

\_\_\_\_\_

3. How do you think culture influences the greetings we use at different times of day?

\_\_\_\_\_

# Vocabulary Reference - Lesson 1

Core Vocabulary			
<i>Words that appeared in online Mango Lessons</i>			
buenos días	—	good morning	buenas tardes — good afternoon
buenas noches	—	good evening / good night	hola — hello
My Vocabulary			
<i>Use this space to add additional new words you would like to learn</i>			
	—		—
	—		—
	—		—
	—		—
	—		—

~~~~~ END OF SAMPLE ~~~~~

To see the rest of this chapter, including communicative activities, authentic resources, capstone projects, and all student-facing materials, request a demo with one of our representatives.

**ASK A QUESTION**

**REQUEST A DEMO**