

El coquí y Puerto Rico

Unit Overview

3

Learning Target

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

Performance Targets

- 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.

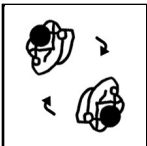
Communication Strategy: Make the connection for students of how they probably already use this strategy in English when reading more complex texts and how they can do the same thing in Spanish. During Partner Time, students are asked to guess the meaning of vocabulary words using the context of the reading.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

Grammar



Affirmative commands
Object pronouns
Ser and *estar*

Communication Strategy



Getting meaning from context

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

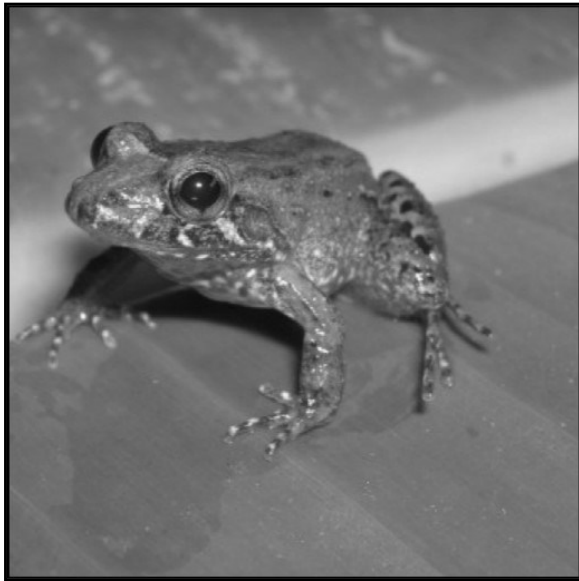
- *adentro, bajar, calor, chile, dale, and elefante*

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.

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.



3.2

El coquí y Puerto Rico

Resource CD Images: Unit 3: Grammar Lesson 3

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

- *flotar, gastar, hacia, isla, joya, and le*

4. Grammar Lesson

- Display Grammar Lesson 3 on the board (see Resource CD images) and/or have students open their portfolios to page 16.
- Review the information in Grammar Lesson 3 (see next page) and do the practice orally with students.
- Have students complete Grammar Exercise 3 in the Student Portfolio or assign it for homework.
- Monitor and facilitate.

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*yo soy* = I am*tú eres* = you (familiar) are*él/ella es* = he, she is*usted es* = you (formal) are*nosotros/as somos* = we are*vosotros/as sois* = you (plural) are*ellos/ellas son* = they are*ustedes son* = you (plural) are**estar** = to be*yo estoy* = I am*tú estás* = you (familiar) are*él/ella está* = he, she is*usted está* = you (formal) are*nosotros/as estamos* = we are*vosotros/as estáis* = you (plural) are*ellos/ellas están* = they are*ustedes están* = you (plural) areUses 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.

Ser and Estar

Use **estar** to:

1. Talk about the location of a person or object.
*¿Dónde **está** Max?* = Where's Max?
***Está** en la cafetería.* = He's in the cafeteria.
*Las llaves **están** en la mesa.* = The keys are on the table.
2. Talk about someone's health or well-being.
*¿Cómo **estás** Javier?* = How are you, Javier?
***Estoy** muy bien, gracias.* = I'm very well, thank you.
*Marcí y Carla **están** enfermas hoy.* = Marci and Carla are sick today.
3. Talk about the location of a person or object with prepositions.
*El lápiz **está** abajo del escritorio.* = The pencil is underneath the desk.
*Los baños **están** a la derecha de la oficina.* = The bathrooms are to the right of the office.
***Estamos** enfrente de la escuela.* = We're in front of the school.

Practice

Answer the following questions using the correct form of **ser** or **estar**.

1. ¿De dónde **eres** tú?
2. ¿Dónde **está** tu cuaderno?
3. ¿Qué hora **es**?
4. ¿Cómo **estás**?
5. ¿Quién **es** el presidente de los Estado Unidos?

3

TPRS Story—El cuento de _____

The Story

Part 1

Hay un/a A.
A es de B.
A es C.
A necesita D.
 En B, no hay D.
A está E porque no hay D en B.
A viaja a F.

Part 2

G está en F.
A le pregunta a G “¿Usted es C?”
G responde “No, soy H.”
G no tiene D porque no es C.
A está I porque no hay D en F.
A viaja a J.

Part 3

K está en J.
A le pregunta a K “¿Usted es C?”
K responde “Sí, soy C.”
K tiene mucho D.
K le da L D a A.
 Ahora A está M porque tiene D.

Vocabulary

Part 1

hay = there is/there are
 es de = is from
 necesita = needs
 está = is
 viaja a = travels to

Part 2

está = is
 le pregunta = asks him/her
 ¿Usted es ___? = Are you a ___?
 responde = responds
 soy ___ = I am a ___.
 no tiene = doesn't have
 No es ___ = He/she is not a ___.

Part 3

está = is
 le pregunta = asks him/her
 ¿Usted es ___? = Are you a ___?
 responde = responds
 Sí, soy ___ = Yes, I am a ___.
 Tiene mucho ___ = He/she has a lot of ___.
 le da = gives to him/her
 ahora = now

Story Guide

A = _____

H = _____

B = _____

I = _____

C = _____

J = _____

D = _____

K = _____

E = _____

L = _____

F = _____

M = _____

G = _____

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).

3.3

El coquí y Puerto Rico

Vocabulary:

hay = there is/there are

es de = is from

necesita = needs

está = is

viaja a = travels to

Story: El cuento de A—parte 1

Hay un/a A.

A es de B.

A es C.

A necesita D.

En B no hay D.

A está E porque no hay D en B.

A viaja a F.

Story Guide

A = _____

B = _____

C = _____

D = _____

E = _____

F = _____

Directions for “asking” the story:

Write the sentence on the board: Hay un/a ____.

1. Clase, en el cuento, ¿qué hay? (This could be anything students want.) (Whatever they choose = A.)
2. Muy bien clase, hay un/a A.
3. María, ¿hay un/a A? (¿Sí o no?)
4. Muy bien María, hay un/a A.
5. Juan, ¿hay un/a A o hay un/a ____?
6. Muy bien Juan, hay un/a A.
7. Ana, ¿hay un/a ____?
8. Tienes razón Ana, no hay un/a _____. Hay un/a A.

Write the sentence on the board: A es de B.

1. Clase, ¿de dónde es A? (Wherever they choose = B.)
2. Muy bien, A es de B.
3. María, ¿A es de B? (¿Sí o no?)
4. Muy bien María, A es de B.
5. Juan, ¿A es de B o A es de ____?

3.3

El coquí y Puerto Rico

6. *Muy bien Juan, A es de B.*
7. *Ana, ¿A es de ___?*
8. *Tienes razón Ana, A no es de ___. A es de B.*

Write the sentence on the board: A es ___.

1. *Clase, ¿qué es A? (Prompt them to suggest an occupation/profession.) (Whatever they choose = C.)*
2. *Muy bien, A es C.*
3. *María, ¿A es C? (¿Sí o no?)*
4. *Muy bien María, A es C.*
5. *Juan, ¿A es C o A es ___?*
6. *Muy bien Juan, A es C.*
7. *Ana, ¿A es ___?*
8. *Tienes razón Ana, A no es ___. A es C.*

Write the sentence on the board: A necesita ___.

1. *Clase, ¿qué necesita A? (Whatever they choose = D.)*
2. *Muy bien, A necesita D.*
3. *María, ¿A necesita D? (¿Sí o no?)*
4. *Muy bien María, A necesita D.*
5. *Juan, ¿A necesita D o A necesita ___?*
6. *Muy bien Juan, A necesita D.*
7. *Ana, ¿A necesita ___?*
8. *Tienes razón Ana, A no necesita ___. A necesita D.*

3.4

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

- *soy, tenemos, unidad, vamos, yac, and zacate*

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).
- Write the sentences from Part 1 of the story that you worked on in the last lesson.
- Write the next sentence of the story on the board. Then follow the 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.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 1 in the previous lesson, under the title *El cuento de A*.
- 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.
- Have students draw an optional picture of the story (see page 27).

3.4

El coquí y Puerto Rico

Vocabulary:

hay = there is/there are

es de = is from

necesita = needs

está = is

viaja a = travels to

Story: El cuento de A—parte 1

Hay un/a A.

A es de B.

A es C.

A necesita D.

En B no hay D.

A está E porque no hay D en B.

A viaja a F.

Story Guide

A = _____

B = _____

C = _____

D = _____

E = _____

F = _____

Directions for “asking” the story:

Write the sentence on the board: En B no hay D.

1. María, ¿en B hay D? (¿Sí o no?)
2. Muy bien María, en B no hay D.
3. Juan, ¿en B hay D o no hay ___?
4. Muy bien Juan, en B no hay D.
5. Ana, en B hay D, ¿verdad?
6. Tienes razón Ana, en B no hay D.

Write the sentence on the board: A está ___ porque no hay D en B.

1. Clase, ¿cómo está A? (Whatever they choose = E.)
2. Muy bien, A está E.
3. María, ¿A está E? (¿Sí o no?)
4. Muy bien María, A está E.
5. Juan, ¿A está E o A está ___?
6. Muy bien Juan, A está E.
7. Ana, ¿A está ___?
8. Tienes razón Ana, A no está ___. A está E.

3.4

El coquí y Puerto Rico

Refer to the same sentence: A está E porque no hay D en B.

1. *María, ¿por qué está E A?*
2. *Muy bien María, A está E porque no hay D en B.*
3. *Juan, ¿A está E porque no hay D en B o A está E porque no hay ___ en ___?*
4. *Muy bien Juan, A está E porque no hay D en B.*
5. *Ana, ¿A está E porque no hay ___ en ___?*
6. *Tienes razón Ana, A no está E porque no hay ___ en ___. A está E porque no hay D en B.*

Write the sentence on the board: A viaja a ___.

1. *Clase, ¿adónde viaja A? (Wherever they choose = F.)*
2. *Muy bien, A viaja a F.*
3. *María, ¿A viaja a F? (¿Sí o no?)*
4. *Muy bien María, A viaja a F.*
5. *Juan, ¿A viaja a F o A viaja a ___?*
6. *Muy bien Juan, A viaja a F.*
7. *Ana, ¿A viaja a ___?*
8. *Tienes razón Ana, A no viaja a ___. A viaja a F.*

El coquí y Puerto Rico

Resource CD Images: Unit 3: Part 2 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 “Ponlo en tu cabeza”. Ponlo en tu cabeza. Di “Ponlo en tu escritorio”. Ponlo en tu escritorio. Di “Dámelo”. Dáselo a tu compañero.*
- *Toma el cuaderno. Dáselo a tu compañero. Di “Ponlo en tu cabeza”. Ponlo en tu cabeza. Di “Ponlo en tu escritorio”. Ponlo en tu escritorio. Di “Dámelo”. Dáselo a tu compañero.*
- *Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *caña, uña, llevamos, lloramos, calle, and silla*

4. TPRS Story Part 2

- Before you begin Part 2, review Part 1 by circling briefly with the sentences from 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 2 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 2 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.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 1 in the previous lesson, under the title *El cuento de A*.
- 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.

3.5

El coquí y Puerto Rico

- Tell students that you will continue with Part 2 of the story in the next lesson.
- Have students draw an optional picture of the story (see page 27).

Vocabulary:

está = is

le pregunta = asks him/her

¿Usted es ___? = Are you a ___?

responde = responds

soy ___ = I am a ___.

no tiene = doesn't have

No es ___. = He/she is not a ___.

Story: El cuento de A —parte 2

G *está en* F.

A *le pregunta a* G “¿Usted es C?”.

G *responde* “No, soy H”.

G *no tiene* D *porque no es* C.

A *está* I *porque no hay* D *en* F.

A *viaja a* J.

Story Guide

G = _____

H = _____

I = _____

J = _____

Directions for “asking” the story:

Write the sentence on the board: ___ *está en* F.

1. *Clase, ¿quién está en* F? (Whomever they choose = G.)
2. *Muy bien clase, G está en* F.
3. *María, ¿G está en* F? (¿Sí o no?)
4. *Muy bien María, G está en* F.
5. *Juan, ¿G está en* F *o* ___ *está en* F? (Choose a student or celebrity.)
6. *Muy bien Juan, G está en* F.
7. *Ana, ¿___ está en* F? (Choose a student or celebrity.)
8. *Tienes razón Ana, ___ no está en* F. G *está en* F.

Write the sentence on the board: A *le pregunta a* G “¿Usted es C?”.

1. *María, ¿A le pregunta a* G “¿Usted es C?”? (¿Sí o no?)
2. *Muy bien María, A le pregunta a* G “¿Usted es C?”.

3.5

El coquí y Puerto Rico

3. Juan, ¿A le pregunta a G “¿Usted es C?” o A le pregunta a ____ “¿Usted es C?”? (Choose a student or celebrity.)
4. Muy bien Juan, A le pregunta a G “¿Usted es C?”.
5. Ana, ¿A le pregunta a ____ “¿Usted es C?”? (Choose a student or celebrity.)
6. Tienes razón Ana, A no le pregunta a ____ “¿Usted es C?”. A le pregunta a G “¿Usted es C?”.

Write the sentence on the board: G responde “No, soy ____”.

1. Clase, ¿qué responde G? “No, soy ¿qué?” (Whatever they choose = H.)
2. Muy bien clase, G responde “No, soy H”.
3. María, ¿G responde “No, soy H”?
4. Muy bien María, G responde “No, soy H”.
5. Juan, ¿G responde “No, soy H” o G responde “No, soy ____”?
6. Muy bien Juan, G responde “No, soy H”.
7. Ana, ¿G responde “No, soy ____”?
8. Tienes razón Ana, G no responde “No, soy ____”. G responde “No, soy H”.

3.6

El coquí y Puerto Rico

Resource CD Images: Unit 3: Part 2 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 “Ponlo en tu cabeza”. Ponlo en tu cabeza. Di “Ponlo en tu escritorio”. Ponlo en tu escritorio. Di “Dámelo”. Dáselo a tu compañero.*
- *Toma el cuaderno. Dáselo a tu compañero. Di “Ponlo en tu cabeza”. Ponlo en tu cabeza. Di “Ponlo en tu escritorio”. Ponlo en tu escritorio. Di “Dámelo”. Dáselo a tu compañero.*
- *Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *tierra, cierra, correr, corremos, ser, and estar*

4. TPRS Story Part 2

- Before you continue Part 2, review Part 1 by circling briefly with the sentences from Part 1.
- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD images).
- Write the sentences from Part 2 of the story that you worked on in the last lesson.
- Write the next sentence of the story on the board. Then follow the directions for “asking” Part 2 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 2 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.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 2 in the previous lesson, under the title *El cuento de A*.
- 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.
- Have students draw an optional picture of the story (see page 27).

3.6

El coquí y Puerto Rico

Vocabulary:

está = is

le pregunta = asks him/her

¿Usted es ___? = Are you a ___?

responde = responds

soy ___ = I am a ___.

no tiene = doesn't have

No es ___. = He/she is not a ___.

Story: El cuento de A —parte 2

G *está en* F.

A *le pregunta a* G “*¿Usted es* C?”.

G *responde* “*No, soy* H”.

G *no tiene* D *porque no es* C.

A *está* I *porque no hay* D *en* F.

A *viaja a* J.

Story Guide

G = _____

H = _____

I = _____

J = _____

Directions for “asking” the story:

Write the sentence on the board: G *no tiene* D *porque no es* C.

1. *María, ¿*G *no tiene* D *porque no es* C?
2. *Muy bien María,* G *no tiene* D *porque no es* C.
3. *Juan, ¿*G *no tiene* D *porque no es* C *o* ___ *no tiene* D *porque no es* C? (Choose a student or celebrity.)
4. *Muy bien Juan,* G *no tiene* D *porque no es* C.
5. *Ana,* G *no tiene* D *porque no es* C*, ¿verdad?*
6. *Tienes razón Ana,* G *no tiene* D *porque no es* C.

Write the sentence on the board: A *está* ___ *porque no hay* D *en* F.

1. *Clase, ¿cómo está* A? (Whatever they choose = I.)
2. *Muy bien,* A *está* I.
3. *María, ¿*A *está* I? (*¿Sí o no?*)
4. *Muy bien María,* A *está* I.
5. *Juan, ¿*A *está* I *o* A *está* ___?
6. *Muy bien Juan,* A *está* I.
7. *Ana, ¿*A *está* ___?
8. *Tienes razón Ana,* A *no está* ___. A *está* I.

3.6

El coquí y Puerto Rico

Refer to the same sentence on the board: A está I porque no hay D en F.

1. *María, ¿por qué está I A?*
2. *Muy bien María, A está I porque no hay D en F.*
3. *Juan, ¿A está I porque no hay D en F o A está I porque no hay ___ en ___?*
4. *Muy bien Juan, A está I porque no hay D en F.*
5. *Ana, ¿A está I porque no hay ___ en ___?*
6. *Tienes razón Ana, A no está I porque no hay ___ en ___. A está I porque no hay D en F.*

Write the sentence on the board: A viaja a ___.

1. *Clase, ¿adónde viaja A? (Wherever they choose = J.)*
2. *Muy bien, A viaja a J.*
3. *María, ¿A viaja a J? (¿Sí o no?)*
4. *Muy bien María, A viaja a J.*
5. *Juan, ¿A viaja a J o A viaja a ___?*
6. *Muy bien Juan, A viaja a J.*
7. *Ana, ¿A viaja a ___?*
8. *Tienes razón Ana, A no viaja a ___. A viaja a J.*

3.7

El coquí y Puerto Rico

Resource CD Images: Unit 3: Part 3 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 “Ponlo en tu hombro derecho”. Ponlo en tu hombro derecho. Di “Ponlo en tu hombro izquierdo”. Ponlo en tu hombro izquierdo. Di “Dámelo”. Dáselo a tu compañero.*
- *Toma el cuaderno. Dáselo a tu compañero. Di “Ponlo adentro de tu escritorio”. Ponlo adentro de tu escritorio. Di “Ponlo encima de tu escritorio”. Ponlo encima de tu escritorio. Di “Dámelo”. Dáselo a tu compañero.*
- *Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *asombro, béisbol, coquí, charco, dámelo, and estamos*

4. TPRS Story Part 3

- Before you begin Part 3, review Parts 1 and 2 by circling briefly with the sentences from Parts 1 and 2.
- 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 3 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 3 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.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 2 in the previous lesson, under the title *El cuento de A*.
- When students finish writing the sentences, have them partner up and read the sentences to their partner.

3.7

El coquí y Puerto Rico

- 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 3 of the story in the next lesson.
- Have students draw an optional picture of the story (see page 27).

Vocabulary:

está = is

le pregunta = asks him/her

¿Usted es ___? = Are you a ___?

responde = responds

Sí, soy ___. = Yes, I am a ___.

Tiene mucho ___. = He/she has a lot of ___.

le da = gives to him/her

ahora = now

Story: El cuento de A —parte 3

K *está en* J.

A *le pregunta a* K “*¿Usted es* C*?”*.

K *responde* “*Sí, soy* C*”*.

K *tiene mucho* D.

K *le da* L D *a* A.

Ahora A *está* M *porque tiene* D.

Story Guide

K = _____

L = _____

M = _____

Directions for “asking” the story:

Write the sentence on the board: ___ *está en* J.

1. *Clase, ¿quién está en* J? (Whomever they choose = K.)
2. *Muy bien clase, K está en* J.
3. *María, ¿K está en* J? (*¿Sí o no?*)
4. *Muy bien María, K está en* J.
5. *Juan, ¿K está en* J *o* ___ *está en* J? (Choose a student or celebrity.)
6. *Muy bien Juan, K está en* J.
7. *Ana, ¿___ está en* J? (Choose a student or celebrity.)
8. *Tienes razón Ana, ___ no está en* J. K *está en* J.

3.7

El coquí y Puerto Rico

Write the sentence on the board: A le pregunta a K “¿Usted es C?”.

1. *María, ¿A le pregunta a K “¿Usted es C?”? (¿Sí o no?)*
2. *Muy bien María, A le pregunta a K “¿Usted es C?”.*
3. *Juan, ¿A le pregunta a K “¿Usted es C?” o A le pregunta a ____ “¿Usted es C?”? (Choose a student or celebrity.)*
4. *Muy bien Juan, A le pregunta a K “¿Usted es C?”.*
5. *Ana, ¿A le pregunta a ____ “¿Usted es C?”?*
6. *Tienes razón Ana, A no le pregunta a ____ “¿Usted es C?”. A le pregunta a K “¿Usted es C?”.*

Write the sentence on the board: K responde “Sí, soy C”.

1. *María, ¿K responde “Sí, soy C”?*
2. *Muy bien María, K responde “Sí, soy C”.*
3. *Juan, ¿K responde “No, soy ____” o K responde “Sí, soy C”?*
4. *Muy bien Juan, K responde “Sí, soy C”.*
5. *Ana, ¿K responde “No, soy ____”?*
6. *Tienes razón Ana, K no responde “No, soy ____”. K responde “Sí, soy C”.*

3.8

El coquí y Puerto Rico

Resource CD Images: Unit 3: Part 3 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 “Ponlo en tu hombro derecho”. Ponlo en tu hombro derecho. Di “Ponlo en tu hombro izquierdo”. Ponlo en tu hombro izquierdo. Di “Dámelo”. Dáselo a tu compañero.*
- *Toma el cuaderno. Dáselo a tu compañero. Di “Ponlo adentro de tu escritorio”. Ponlo adentro de tu escritorio. Di “Ponlo encima de tu escritorio”. Ponlo encima de tu escritorio. Di “Dámelo”. Dáselo a tu compañero.*
- *Abre el cuaderno. Escribe la fecha en el cuaderno.*

3. Spelling Activity

- *flores, gozar, hipo, insecto, jungla, and lágrima*

4. TPRS Story Part 3

- Before you continue Part 3, review Parts 1 and 2 by circling briefly with the sentences from Parts 1 and 2.
- Write the vocabulary (see next page) on the board or display it from the Resource CD (see Resource CD images).
- Write the sentences from Part 3 of the story that you worked on in the last lesson.
- Write the next sentence of the story on the board. Then follow the directions for “asking” Part 3 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 3 of the story. Emphasize grammar concepts as they come up in the story.
- When you are finished, recite the story to students.
- Have students copy the sentences from the story that you worked on in this lesson in their notebooks, adding them to the sentences from Part 3 in the previous lesson, under the title *El cuento de A*.
- 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.

3.8

El coquí y Puerto Rico

- Have students act out the story (you may wish to do this in another class session).
- Have students draw an optional picture of the story (see page 27).

Vocabulary:

está = is

le pregunta = asks him/her

¿Usted es ___? = Are you a ___?

responde = responds

Sí, soy ___. = Yes, I am a ___.

Tiene mucho ___. = He/she has a lot of ___.

le da = gives to him/her

ahora = now

Story: El cuento de A —parte 3

K *está en* J.

A *le pregunta a* K “¿Usted es C?”.

K *responde* “Sí, soy C”.

K *tiene mucho* D.

K *le da* L D *a* A.

Ahora A *está* M *porque tiene* D.

Story Guide

K = _____

L = _____

M = _____

Directions for “asking” the story:

Write the sentence on the board: K *tiene mucho* D.

1. *María, ¿K tiene mucho D?*
2. *Muy bien María, K tiene mucho D.*
3. *Juan, ¿K tiene mucho D o K tiene poquito D?*
4. *Muy bien Juan, K tiene mucho D.*
5. *Ana, ¿K tiene poquito D?*
6. *Tienes razón Ana, K no tiene poquito D. K tiene mucho D.*

Write the sentence on the board: K *le da* ___ D *a* A.

1. *Clase, ¿K le da cuánto/a/os/as D a A? (However many they choose = L.)*
2. *Muy bien, K le da L D a A.*
3. *María, ¿K le da L D a A? (¿Sí o no?)*
4. *Muy bien María, K le da L D a A.*

3.8

El coquí y Puerto Rico

5. Juan, ¿K le da L D a A o a K le da ___ D a A?
6. Muy bien Juan, K le da L D a A.
7. Ana, ¿K le da ___ D a A?
8. Tienes razón Ana, K no le da ___ D a A. K le da L D a A.

Write the sentence on the board: Ahora A está ___ porque tiene D.

1. Clase, ¿cómo está A ahora? (Whatever they choose = M.)
2. Muy bien, ahora A está M.
3. María, ¿ahora A está M porque tiene D? (¿Sí o no?)
4. Muy bien María, ahora A está M porque tiene D.
5. Juan, ¿ahora A está M porque tiene D o ahora A está ___ porque tiene D?
6. Muy bien Juan, ahora A está M porque tiene D.
7. Ana, ¿ahora A está ___ porque tiene D?
8. Tienes razón Ana, ahora A no está ___ porque tiene D. Ahora A está M porque tiene D.

3.9

El coquí y Puerto Rico

Resource CD Images: Unit 3: Getting Meaning from Context

1. Calendar Time

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

2. TPR

- Review previous TPR from Unit 3.

3. Spelling Activity

- *merendar, noche, ocho, puerto, quinta, and rico*

4. Communication Strategy

- Display the communication strategy information about getting meaning from context (see Resource CD images) on the board and/or have students open their portfolios to page 19.
- Review the information on the Communication Strategy page (see next page).
- Questions for discussion:
 1. Have you ever had to guess meaning from context while reading English?
 2. What kinds of things should you look for to understand the context of a reading or conversation?
- Have students read the passage about baseball in Puerto Rico.
- Help students establish the context of the passage by identifying the subject, cognates, and known words.
- Have students guess the meaning of the words listed below the passage.

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

3.10

El coquí y Puerto Rico

Resource CD Images: Unit 3: Lectura 3**1. Calendar Time**

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

2. TPR

- Review previous TPR from Unit 3.

3. Spelling Activity

- *somos, tomamos, urbano, volar, yermo, and zumbar*

4. Partner Time

- Display Lectura 3 on the board (see Resource CD images) and/or refer to the next page. If your students do not have individual portfolios, copy or print page 20 from the Student Portfolio for each student.
- Have students open their portfolios to page 21 and read the directions.
- Do Lectura 3:
 1. Read and translate the Lectura in the following way:
 2. Have a student read the first sentence in Spanish.
 3. Have that student, or a different one, translate the sentence.
 4. Continue until students have read and translated the entire reading.
 5. Circle with selected vocabulary in the Lectura. For example:
 - *¿El coquí es un símbolo muy importante en la cultura de Puerto Rico?* (After student answers, repeat the answer.)
 - *¿El coquí es un símbolo muy importante en la cultura de Puerto Rico o es un símbolo muy importante en la cultura de Argentina?* (After student answers, repeat the answer.)
 - *¿El coquí es un símbolo muy importante en la cultura de Canadá?* (After student answers, repeat the answer.)
 6. Continue with this pattern with selected vocabulary.
- Have students complete the next steps in the Partner Time activity.
- Monitor and facilitate.
- Select students to present their poems from the Partner Time activity to the class.

El coquí y Puerto Rico

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