

## Lesson 1

### OBJECTIVES

- » To learn the traditional birthday song.
- » To learn to wish people a happy birthday.
- » To ask and answer about birthdays.

### LANGUAGE

**Vocabulary:** enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.

**Grammatical structures:** ¡Feliz cumpleaños!; Gracias; ¿Cuándo es tu/su cumpleaños?; Mi/Tu cumpleaños es en... (months of the year).

### COMPETENCIES

- » Competence in linguistic communication, knowledge of and interaction with the physical world.

## Sesión 1

## Unidad 6

### ¡Es mi cumpleaños!

#### 1 Escucha y canta.

¿Cuándo es tu cumpleaños?  
En abril, en abril.  
Mi cumpleaños es en abril.  
Cumpleaños feliz, cumpleaños feliz.  
Te deseamos todos, cumpleaños feliz.  
¿Cuándo es tu cumpleaños?

En diciembre, en diciembre.  
Mi cumpleaños es en diciembre.  
¿Cuándo es tu cumpleaños?  
Es en mayo, es en mayo.  
Mi cumpleaños es en mayo.



64 sesenta y cuatro

### PRESENTATION

- » Start the class by greeting the children: *Hola, ¡buenos días chicos! ¿Qué tal estáis hoy?* Elicit a response to your greeting from the children, with them telling you how they are. Address the whole group first and then ask a few children individually.
- » Tell the students: *Mi cumpleaños es en...* You can use a calendar in class for support. Then ask the children to say when their birthdays are.
- » **WL.K12.NM.8.3** Focus their attention on the main image on the page. The children will quickly identify that it shows a birthday party. It is Germán's birthday. Ask students to identify similarities and differences between German's birthday celebration and one of their birthday celebrations.
- » Identify the various characters at the party. Focus their attention on things related to birthdays: *tarta, regalos, globos.*

#### 1. LISTEN AND SING.

- » Explain to the students that they are going to listen to the song that Hispanic children usually sing at birthday parties. Ask if any of them know it. If so, encourage them to sing it.
- » Play the track for the first time and ask the students to listen carefully so that they familiarize themselves with the rhythm of the song.
- » Once they have grasped the rhythm, encourage them to accompany the song by clapping, clicking their tongues, tapping or playing an instrument along to the beat, and listen again.
- » Encourage the students to join in with the song, singing the parts that are repeated most.
- » You can play the song one last time, pausing where necessary to check that the children follow it and can sing along and tap out the beat practiced.



## Lesson 1

### 3. ASK AND ANSWER.

» Tell the children that we are going to ask about the birthdays of the characters that we see in the activity: Oda, Héctor, Mar, Julia, Santi and Germán. To do so correctly, ask the students to follow the model shown for Oda's birthday.

» Read aloud the question: *¿Cuándo es su cumpleaños?*  
And the response: *Es en enero.*

» Once the activity has been completed, correct it using the following procedure:

1.º Place the picture flash cards on the board in the order of given in the responses given in this activity.

2.º To complete the arrangement of all of the cards, ask the students to raise their hand if their birthday is in a different month. Then ask: *¿Cuándo es tu cumpleaños?*, to which they answer: *Mi cumpleaños es en...*, adding this new flash card to the board. You add: *Su cumpleaños es en...* Practice the question and possible responses among the students. Ask a number of them about their birthday so they tell you in which month it falls: *¿Cuándo es tu cumpleaños?*, *Mi cumpleaños es en...*

KEY:

1. ¿Cuándo es su cumpleaños?  
Es en enero.
2. ¿Cuándo es su cumpleaños?  
Es en marzo.
3. ¿Cuándo es su cumpleaños?  
Es en mayo.
4. ¿Cuándo es su cumpleaños?  
Es en junio.
5. ¿Cuándo es su cumpleaños?  
Es en julio.
6. ¿Cuándo es su cumpleaños?  
Es en septiembre.

### Sesión 1

#### 3 Pregunta y responde.

1. ¿Cuándo es su cumpleaños?



Es en enero.

2.



3.



4.



5.



6.



66 sesenta y seis

### REINFORCEMENT

» Do a dictation of the months of the year. Correct on the board using the vocabulary flash cards.

### EXTENSION WL.K12.NM.3.4


» Ask students to move around the classroom asking their classmates when their birthdays are. Set small challenges, such as finding someone whose birthday is in July.

### COMPETENCIES

*Competence in linguistic communication.* The use of the target language (both in oral and written skills) encourages the development of competence in linguistic communication right from the very start of the learning process.

*Knowledge of and interaction with the physical world.* Working on the features of our climate throughout the months of the year, we encourage the development of this competence through knowledge of the natural environment.

## Lesson 2

4  39 ¡Así suena! Escucha y repite.



5  40 Escucha y aprende. Luego, practica.



sesenta y siete 67

### OBJECTIVES

- » To learn about the letters *b* and *v* and words that contain these letters.
- » To learn to invite people to birthday parties and respond to invitations.
- » To use dates to express birthdays.
- » To review the numbers from 1 to 30.
- » To ask about and express our preferences for birthday gifts.
- » To extract information from a text and perform comprehension activities.

### LANGUAGE

**Vocabulary:** invitar, cumplir, querer, balón, guitarra, fiesta, regalos, bocadillos, tarta, vivir, teléfono.

#### Grammatical structures:

Te invito a mi cumpleaños;  
Gracias; ¿Qué quieres para tu cumpleaños?; Quiero...; ¿Cuántos años cumples?; Cumplo... años;  
¿Cuándo es tu cumpleaños?; Es el 10 de febrero.

### COMPETENCIES

- » Learning to learn, mathematical competence.

#### 39 4. LISTEN AND REPEAT.

- » Write the letters *b* and *v* in large writing on the board. Match each letter to different words. For instance, for the letter *b*, we could write words that contain this letter, such as: *bailarina*, *bella*, *boa*, and *bizca*. Take the opportunity to clarify the meaning of these words using drawings on the board, gestures, sounds or mime.
- » For the letter *v*, write the words: *joven*, *vivir*, and *traviesa*. Take the opportunity to explain the meaning of these words.
- » Ask the students if they know any other words that contain the letters *b* or *v*. Explain that the sound of these letters is the same in Spanish, so it is important to pay attention to how a word is spelled.
- » Play the track once and focus on the images. Ask the students to repeat the two phrases. Give them time to memorize and reproduce the phrases in front of their classmates.
- » Encourage the students to imitate Vanesa the ballerina and the cross-eyed boa.

No se aburre la joven y bella bailarina Vanesa. Vive con una boa bizca y traviesa.

#### 40 5. LISTEN AND LEARN. THEN PRACTICE. WL.K12.NH.3.4

- » Put **frame 14** from Activity 5 in a visible place in the classroom and ask the children to look at the scene. Explain that the two children are in the school playground and are chatting about one of their birthdays. Describe the atmosphere that we see during recess.
- » Play the track for the students to listen to the dialog. Then pick two students to read it out, each taking one of the roles.
- » Ask the students to practice the dialog with a partner. They can replace the information given by the children with their own.
- » Make use of the *Aprende* box to explain the structures learned and practice with different students.

- Te invito a mi cumpleaños.
- ▷ Gracias. ¿Qué quieres para tu cumpleaños?
- Yo quiero un balón o una guitarra.
- ▷ ¿Cuántos años cumples?
- Cumplo 9 años. Y, ¿cuándo es tu cumpleaños?
- ▷ Es el 20 de febrero.





## Lesson 2

### NOTES

### Sesión 2

#### 6 Ordena y responde.

cumpleaños? es ¿Cuándo tu

1. Mi cumpleaños es el 9 de julio.

a Te invito mi cumpleaños

2. ....

años ¿Cuántos cumples?

3. ....

cumpleaños? su es ¿Cuándo

4. ....

#### Aprende

- ¿Cuándo es tu cumpleaños?
- Mi cumpleaños es en marzo, el 30 de marzo.
- Te invito a mi cumpleaños.
- ¿Qué quieres...?
- Quiero...
- ¿Cuántos años cumples?
- Yo cumplo 9 años.

68 sesenta y ocho

#### 6. PUT IN ORDER AND RESPOND.

- » Explain to the students that they are going to do an activity that involves putting words in order to form correct questions. They then have to answer these questions.
- » Read the first words out of order and the answer that is already given in the activity: ¿Cuándo es tu cumpleaños?, Mi cumpleaños es el 9 de julio.
- » Give the students time to put the phrases in order and think of possible responses.
- » Once the task has been completed, correct it with the group. Accept any logical answer that is well formed.

#### KEY:

- Te invito a mi cumpleaños. – Gracias.
- ¿Qué quieres para tu cumpleaños? (open answer)
- ¿Cuántos años cumples? (open answer)
- ¿Cuándo es su cumpleaños? (open answer)

#### COMPETENCIES

*Learning to learn.* Through the activities, the children become aware of what they know and what they still have to learn. This encourages the development of this competence.

*Mathematical competence.* The development of this competence is fostered by using mathematical reasoning when the children find themselves in everyday situations in which they need to handle these aspects.

#### 7. READ AND COMPLETE. WL.K12.NM.2.3 WL.K12.NM.5.2

- » Tell the students that they are going to read a birthday invitation written by Germán. Look at the invitation and identify things associated with birthdays in the border image of the invitation: globos, caramelos, pasteles, tartas, gorritos de fiesta.
- » Remind them and review the vocabulary learned in Unit 5 about children's parties. Around the border of the invitation, they will see a selection of words: fútbol, octubre, refrescos, pasteles, globos and sábado.

## NOTES

**7** Lee y completa la invitación.



**8** ¿Verdadero o falso?

1. Es el mes de octubre.
2. La fiesta de cumpleaños es a las tres.
3. Tenemos refrescos y bocadillos.
4. Comemos la tarta a las siete.
5. Germán vive en la calle Roja.



sesenta y nueve 69

- » Ask a student to begin reading the invitation and have the rest of the class guess which words are missing. As a clue, tell them to look at the words around the border.
- » Do the activity with the class and correct it as you read. Practice the reading.

KEY: 1. sábado, 2. octubre, 3. globos, 4. pasteles, 5. refrescos, 6. fútbol.

**8.TRUE OR FALSE?** WL.K12.NM.2.3

- » Focus their attention on the image that appears next to the statements. The girl seems to be thinking hard because she is trying to get the right answers and we have to help her.
- » Explain to the students that they have to decide whether the statements are true or false according to the information that they just read in the previous activity.
- » Read the statements in the activity out loud and then give them a few minutes to work in pairs and decide their responses.

- » Read out the statements again to correct. Ask for volunteers to give their answers. Clear up any doubts the students may have about the text.

KEY: 1. V, 2. F, 3. V, 4. F, 5. F.

## REINFORCEMENT

- » Ask the children to copy out the statements that appear in Activity 5 in their notebooks. They can practice them with a partner.

**EXTENSION** WL.K12.NM.6.2

- » The students can make their own birthday invitation with other information that you provide. Encourage them to make something original and fun with pictures and colors.

## Lesson 3

### OBJECTIVES

- » To learn the numbers from 1 to 100 and how they are formed.
- » To consolidate the contents learned throughout the unit.
- » To create an original poster with their own information.

### LANGUAGE

**Vocabulary:** *ayudar, sumar, saber, decena*, numbers from 31 to 100.

### COMPETENCIES

- » Mathematical competence, cultural and artistic competence.

**Sesión 3**

**9** **41** Observa, suma y une.

**41** *cuarenta y uno*

**68** *sesenta y ocho*

**77** *setenta y siete*

+  = <i>cuarenta</i>	60
+  = <i>cincuenta</i>	100
+  = <i>sesenta</i>	80
+  = <i>setenta</i>	40
+  = <i>ochenta</i>	50
+  = <i>noventa</i>	90
+  = <i>cien</i>	70

¿Qué quieres para tu fiesta?

Quiero caramelos, globos y pasteles, por favor.

Ayúdame a sumar.

**70** *setenta*

**30** *treinta*

**10** *diez*

**20** *veinte*

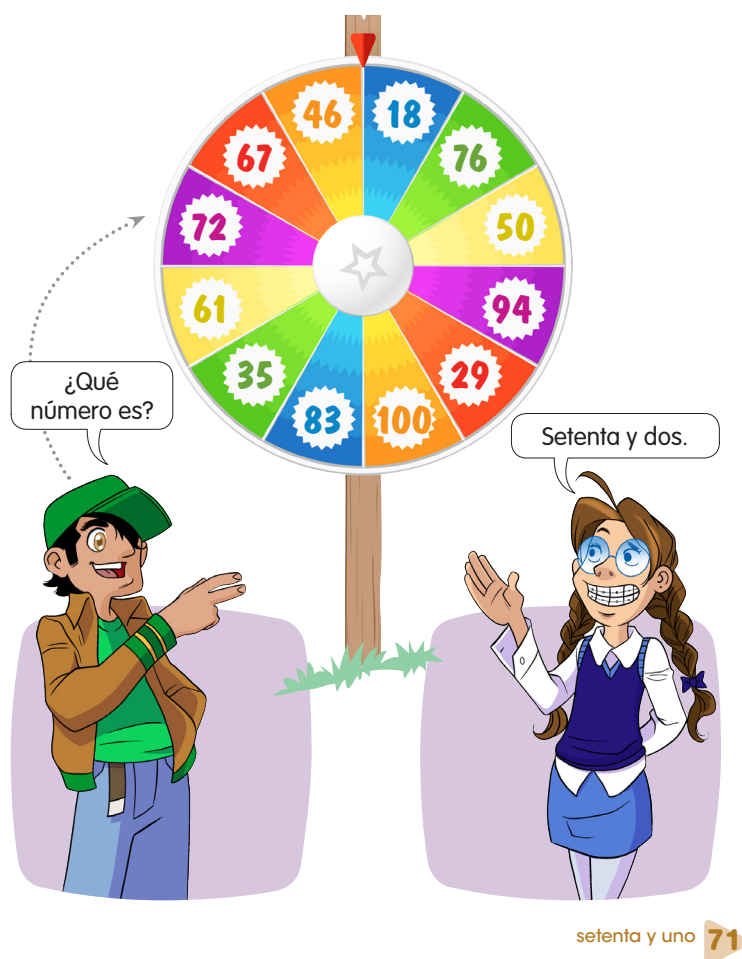
**Aprende**

35: *treinta y cinco*.  
 44: *cuarenta y cuatro*.  
 67: *sesenta y siete*.  
 86: *ochenta y seis*.

### 9. LOOK, ADD AND MATCH. WL.K12.NM.3.5

- » Take out the picture flash cards with the numbers and place the multiples of ten randomly. Then say the name of the numbers, showing them clearly as you point to them.
  - » Ask some of the students to put the numbers in order: 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100.
  - » Once the numbers are in order, take out the vocabulary flash cards with the numbers written in words.
  - » Ask volunteers to place them by the corresponding numbers. Repeat each number out loud several times so that the students familiarize themselves with them.
  - » Then ask the students to focus their attention on the activity we are going to do. Explain that they have to make calculations to work out how much the articles drawn cost, taking into account that the candy costs 10, the balloon costs 20, and the cake costs 30. If you have the option of using card, plastic or real coins, hand them out among the students so that they can practice with them. In addition, they should match the numbers with a line to the totals in numbers.
  - » Give them a few minutes to complete the first part of the activity and then correct it with the class.
- KEY:** *cuarenta* 40, *cincuenta* 50, *sesenta* 60, *setenta* 70, *ochenta* 80, *noventa* 90, *cien* 100.
- » Take the opportunity to explain how the numbers are formed in Spanish. Write these three numbers on the board and explain how the numbers are formed using the multiples of ten and the units. Practice with the students and have them look at the *Aprende* box.
- Example:**
- |                          |                                       |
|--------------------------|---------------------------------------|
| veinte + uno = veintiuno | treinta + ocho = treinta y ocho       |
| veinte + dos = veintidós | cincuenta + siete = cincuenta y siete |
- » Turn your attention back to the activity. Explain that it is Germán's birthday and our friend and his mom have gone to a store to buy the things they need for his birthday party.

**10** “Violeta juega a la ruleta”. Señala y practica.



## NOTES

- » Ask a student to read out the speech bubbles spoken by Germán and his mom. Then ask different students to read out the price of the various items that appear: *los gorros*, *las piruletas* and *las caretas*.

KEY: PIRULETAS 41 cuarenta y uno, CARETAS 77 setenta y siete, GORROS 68 sesenta y ocho.

- » Play the track for the students to listen and practice.

- ¿Qué quieres para tu fiesta?  
▷ Quiero caramelos, globos y pasteles, por favor.  
► Ayúdame a sumar.  
10, 20, 30, 40, 50, 60, 70, 80, 90 y 100.

## 10. "VIOLET PLAYS ROULETTE". POINT AND PRACTICE.

- » Ask your students to pick a partner to play with in this activity. It involves one of them pointing to a number on the roulette wheel and asking their partner: *¿Qué número es?* The partner has to say the number and point at it. They can take turns and win points every time that they are correct. After a few minutes, they can change partners.
- » This activity can also be extended by practicing with another wheel that the students make themselves, using different numbers.



NOTES

11 Busca las diferencias. ¿Qué ves...?



Daniel

- Su cumpleaños es el 7 de mayo.
- \_\_\_\_\_
- Daniel cumple 9 años.
- \_\_\_\_\_

Marta

- \_\_\_\_\_
- La fiesta de cumpleaños es a las cinco.
- \_\_\_\_\_
- Ella quiere una cometa para su cumpleaños.

11. SPOT THE DIFFERENCES. WHAT DO YOU SEE?

- » The aim of this activity is for the students to spot the differences between the two pictures, as well as being able to express these differences with statements. The image on the left shows David, who is thinking about his birthday. On the right, we see Marta, who is also thinking about her birthday.
- » Start reading the statements that serve as models and give other examples so that the students see what they have to do.
- » Encourage students to find all of the differences and make the corresponding statements. They can work in pairs.

Examples:

(Daniel) Su cumpleaños es el 7 de mayo.

(Marta) Su cumpleaños es el 7 de marzo.

KEY: Accept any correct sentence that fits the images.

Daniel: La fiesta de cumpleaños es a las cuatro, Él quiere un balón para su cumpleaños.

Marta: Su cumpleaños es el 7 de marzo, Marta cumple 10 años.

12. CREATE YOUR OWN "BIRTHDAY POSTER". WL.K12.NM.5.4

- » This activity requires preparation beforehand as the students need card, colored pencils, scissors, glue and a photo of their birthday that they have to bring from home. If this proves difficult, they could draw a picture of their birthday.
- » Explain to the students that Manuel has created a poster that tells us about his birthday. Focus their attention on this poster and read out its contents to the class. Make comments aloud about the images that Manuel has used to illustrate his poster.
- » Then ask the students to create their own "birthday poster" along the same lines as Manuel's. The poster should include their birthday, how old they will be and what gifts they want. It could also include the friends that they are going to invite to their party and the things they will have there: balloons, candy, piñatas, etc. Encourage them to draw pictures of what they want to express. If they have a photo, they should stick it in a prime place on the poster.
- » Organize an exhibition of the posters in class, and have students present their posters to their classmates.

## 12 Crea tu “Cumple-póster”.

Necesitas:



setenta y tres 73

## NOTES

## REINFORCEMENT

- » Practice the numbers orally, making a game in which the students have to count. You can add variations such as, for example, eliminate those that get the order wrong, count two by two, etc.
- » Practice writing the numbers in words. You can write numbers in figures on the board and have the students write them in words in their notebooks. Another option is for each student to write three numbers in their notebook and dictate them to a partner.

## EXTENSION

- » Use the computers to search online for images of children in different parts of the world celebrating their birthdays. Discuss them in class.
- » Organize a candy raffle. Take the opportunity to explain the meaning of the word *caramelos* (various types of candy). Pick a number between 1 and 100. Ask the students to say numbers and you write them on the board or ask the students to come up and write them on the board.

- » The winner is the student who gets closest to the number you have thought of.

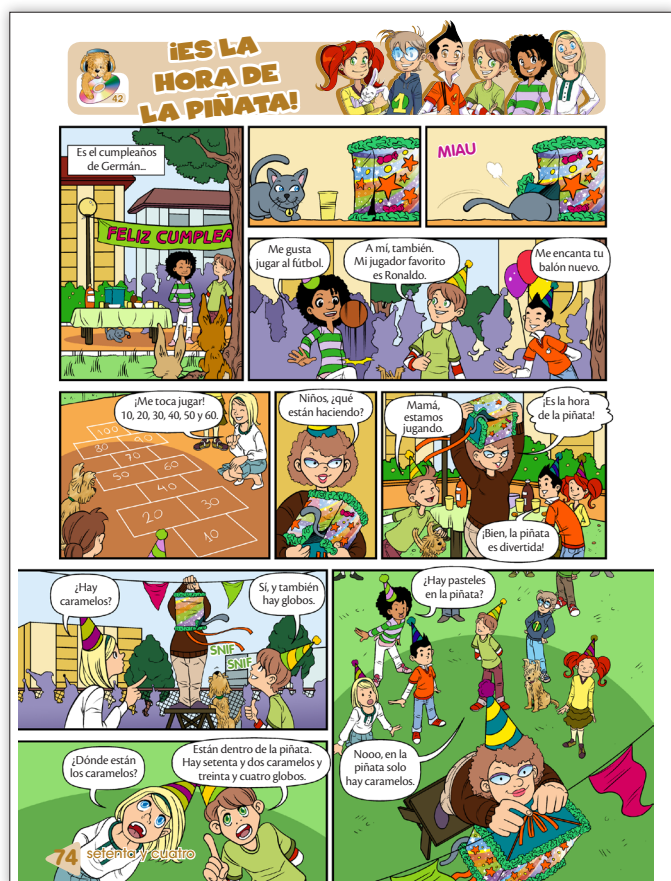
## COMPETENCIES

*Mathematical competence.* We foster the development of this competence with the activities that promote the handling of basic mathematical elements, the formation of two figure numbers and their applications in everyday situations.

*Cultural and artistic competence.* Children develop this competence in all activities involving creativity and expressing their feelings or, in other words, all of the activities in which they can express themselves through one of the artistic codes.

## PRESENTATION

- » Place the poster in a visible position for all of the class and ask the students to take a few minutes to look at the various comic strip frames.
- » Explain to the children that Iniesta is a famous soccer player who plays for the Spanish national team.
- » Ask them simple questions about aspects related to the story:
  - ¿Reconoces a nuestros amigos en las viñetas? ¿Recuerdas cómo se llaman? ¿De quién crees que es el cumpleaños? ¿Dónde se celebra la fiesta? ¿Qué animales aparecen en el cómic? ¿Qué crees que ocurre?
- » Play the track and ask the children to listen to the story as they look at the images in the comic strip.
- » **WL.K12.NM.1.5** Then listen again, pausing on each frame. Ask comprehension questions to ensure that they follow the progression of the story.
- » Pick various children to read out the different frames.
- » With books closed, work with the poster again, asking them to comment freely about each frame.
- » Optionally, you can play the track a third time using the poster while you point out the frames without text.
- » **WL.K12.NM.5.7** You may wish to have students demonstrate their understanding of the plot of this story by drawing sequential pictures to represent each part of it. They can then retell the story to a partner, using their pictures as a visual aid.



## ACTIVITY BOOKLET

The **Activity Booklet** contains exercises for each of the three lessons. You should use this book to finalize each lesson in the *Student Edition*. The activities can be done in class or at home. On completion of the three lessons, the teacher can assess the students' progress using the *Mi progreso* section, or they can do so themselves. The answer key for the *Activity Booklet* can be found on the ELEteca platform.

**Unidad 6** ¡Es mi cumpleaños!

**Sesión 1**

1 Completa con los meses del año.

2 Escribe los meses.

enero	febrero	marzo	abril
mayo	junio	julio	agosto
septiembre	octubre	noviembre	diciembre

diecinueve 19

**Sesión 2**

3 Une.

4 Lee y completa.

El día 21 de abril es mi cumpleaños.

Cumplo 10 años.

Yo quiero una cometa para mi cumpleaños.

Hay una fiesta. Tenemos globos y pasteles.

La piñata tiene caramelos.

Te espero, Laura.

20 veinte

**Sesión 3**

5 Suma y escribe.

$\begin{array}{r} 20 \\ + 20 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 50 \\ \hline \end{array}$
cuarenta	cincuenta y dos	sesenta
$\begin{array}{r} 35 \\ + 42 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ + 40 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 35 \\ \hline \end{array}$
setenta y siete	ochenta	noventa y cinco

6 Ayúdame a sumar.

Hay veinte globos verdes y treinta globos rojos.

¿Cuántos globos hay?

Hay cincuenta globos.

Tenemos treinta caramelos de naranja y doce caramelos de manzana.

¿Cuántos caramelos tenemos?

Hay cuarenta y dos caramelos.

Hay veintidós pasteles de chocolate y treinta de fresa.

¿Cuántos pasteles hay?

Hay cincuenta y dos pasteles.

veintiuno 21



