



ÉRASE UNA VEZ

A Spanish Comprehension-Based
Readers Program™

Scope and Sequence



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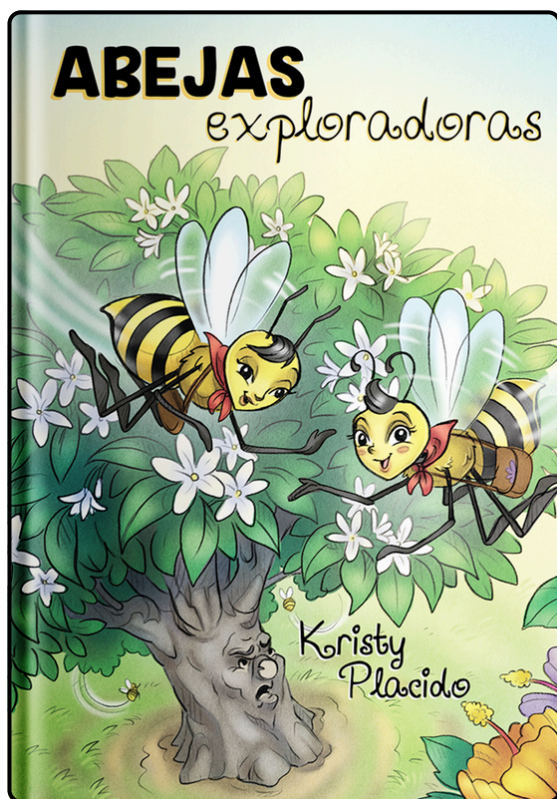
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Welcome to **Érase una vez**! This four-level Spanish program is designed to help you help your students to acquire Spanish using research-based and classroom-tested Acquisition-Driven Instruction techniques. We have designed this program specifically to allow language proficiency to build as students progress through the readers. Each reader builds naturally upon language introduced in previous readers, spiraling and recycling the highest frequency structures while providing exciting new cultural settings and literary contexts. New language structures are introduced gradually, and scaffolded repetitions of the new structures allow students to acquire effortlessly.

While we recommend that you follow our established sequence, you may also feel free to deviate from the order or to skip a reader altogether if you feel it is in the best interest of the needs of your students.

These are the four readers included in level one of **Érase una vez**. All of these readers heavily feature the most high frequency verbs known as the Super Seven and Sweet Sixteen. We've included some of the other grammatical and vocabulary features here as well. Throughout all of the readers, you will occasionally see some brief use of the past tense, future tense, or subjunctive mood. This is because our readers are created using natural language. They are simplified in order to be comprehensible, but the language is real, authentic, accurate language.

The final reader of **Érase una vez** Level 1 is *Manatí*. *Manatí* is written with many of the same high-frequency verbs, extensive cognates, and simple structure as the first three readers of level 1, however the narrative is in the past tense. We recommend that you allow students to simply experience and observe the use of past tense without trying to teach detailed grammar lessons or require accurate output at this level of proficiency. As students increase in their proficiency and have more exposure to the language, accurate output will come in time. Learners are not expected to have accurate control of time markers until Advanced proficiency, so it is important to keep your expectations realistic.



Abejas exploradoras

The queen has a special job for Gabriela and Isabela, and the future of the bee colony depends on them. With enemies in their path and unpredictable obstacles along the way, they fearlessly attempt to fulfill the queen's request and face an even greater challenge.

Featured language structures:

Present tense; High frequency (Super Seven) verbs; estar + adjective; 1st person singular and plural; Qué + noun; Tú and usted; Verb phrases: ir + a + infinitive; querer + infinitive; tener que + infinitive; Figurative language and idiomatic expressions; Present progressive.



Llama en Lima

Llama's imagination is too big for her cage at the zoo in Lima, Peru. With the help of her friends, Mono and Cuy, she makes a plan for a daring escape. Once she sees how fascinating the big city can be, will she ever return home?

Featured language structures:

Present tense; High frequency (Super Seven) verbs; Estar + adjective; Saber; 1st person singular and plural; Qué + noun; Tú and usted; Verb phrases: ir + a + infinitive; querer + infinitive; tener que + infinitive; Conjunctions and transitional phrases.

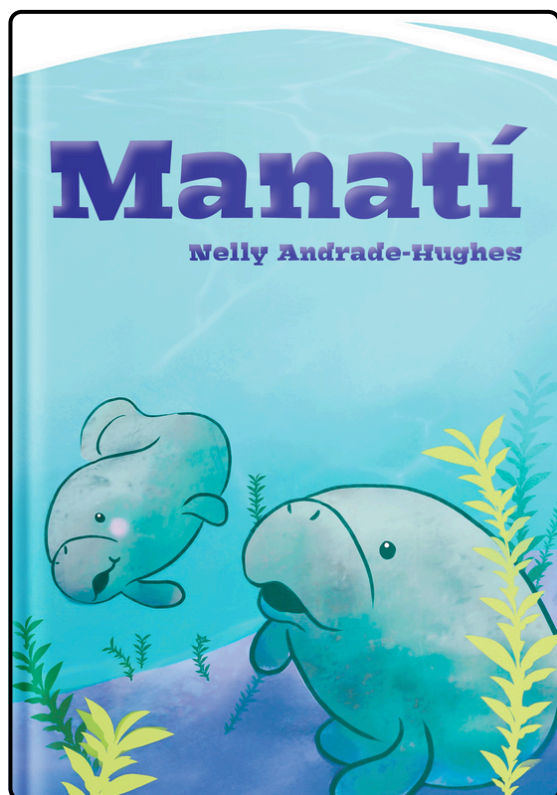


Esmeralda la tortuguita marina

Esmeralda is a tiny baby turtle who struggles against all odds to avoid the many pitfalls that she encounters between her nest and the sea. With a lot of support from helpful human and animal friends, Esmeralda is ready to begin the long search for her mother.

Featured language structures:

Present tense; High frequency (Super Seven) verbs; estar + adjective; 1st person singular and plural; Qué + noun; Tú and usted; salir; poner; decir; ver; escuchar; apagar; buscar; Verb phrases: ir + a + infinitive; querer + infinitive; tener que + infinitive; Figurative language and idiomatic expressions; Present progressive; Very limited use of past tense in some dialogue; Conjunctions and transitional phrases.

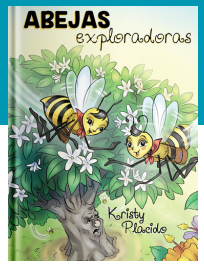


Manatí

Miko is a young manatee living off the coast of Florida. He's curious about humans, but when he gets too close to a human boat, disaster strikes! He finds himself lost, alone, and in terrible danger. Will someone rescue him?

Featured language structures:

Imperfect and preterit; Present tense used in dialogue; High frequency verbs; Nadar; Navegar; Comer; Dormir; Pensar; Moverse; Llegar; Verb phrases; Conjunctions and transitional phrases.



Scope and Sequence - Abejas Exploradoras

Essential Questions

EQ1: What different types of bees make up a colony?
EQ2: How do bee colonies function?
EQ3: What are some characteristics of a good friend?

Unit Goals

Interpret a variety of texts on the importance and function of bee colonies
Interact with other students through games and comprehension based activities
Describe the function of a bee colony
Give and defend an opinion on a story

Intercultural Focus

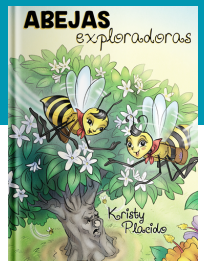
Slideshow: La importancia de las abejas
Reading: Los meliponinos
Reading: Boquete, Panamá

Vocabulary Topics in Context

Los trabajos
Las colonias de abejas
La amistad
La naturaleza

Language structures in context

Present tense regular verbs
High frequency (Super Seven) verbs
Estar + adjective
1st person singular and plural
Qué + noun
Tú and usted
Verb phrases: ir + a + infinitive; querer + infinitive; tener que + Infinitive
Figurative language and idiomatic expressions
Present progressive



Scope and Sequence - Abejas Exploradoras

Additional Features

Prep 4 Success
En marcha Daily Warm-ups
Informational slideshows and readings
A Bunch of Hunches
Quite the Character
Reader's Theater
Conversemos Simulated Conversations
Multiple Choice Summative Assessment
Performance-Based Assessment



Scope and Sequence - Llama en Lima

Essential Questions

EQ1: How do places and food influence the cultural identity of a country?
EQ2: How does the need to explore versus the need for safety affect the characters in the story?
EQ3: How do a leader's decisions affect those who follow them?

Unit Goals

Identify key landmarks in Lima, Peru, and describe their cultural significance.
Analyze how peer influence affects decision making in the story.
Examine the theme of freedom versus security and explain how it develops in the story.
Compare the motivation of Llama and his friends before leaving the zoo.

Intercultural Focus

Slideshow and reading: Las llamas
Slideshow: Freeze - traditional dance brain break
Slideshow: El parque de aguas
Slideshow: Miraflores, Lima, Perú
Slideshow: Las momias de Egipto y Perú
Slideshow: La comida de Perú
Reading: Los chinoperuanos en Lima

Vocabulary Topics in Context

Los lugares de interés en Lima
El cuidado de los animales
La libertad versus la seguridad
La influencia de los amigos
Las diferentes culturas en Perú



Scope and Sequence - Llama en Lima

Language structures in context

Present tense
High frequency (Super Seven) verbs
Estar + adjective
Saber
1st person singular and plural
Qué + noun
Tú and usted
Verb phrases: ir + a + infinitive; querer + infinitive; tener que + infinitive
Conjunctions and transitional phrases.

Additional Features

Prep 4 Success
En marcha Daily Warm-ups
Patata Caliente
Reader's Theater
Follow up games
Conversemos Simulated Conversations
Multiple Choice Summative Assessment
Performance-Based Assessment



Scope and Sequence - Esmeralda

Essential Questions

EQ1: How do human actions affect the life cycle of sea turtles?

EQ2: How do volunteers and conservationists contribute to the protection of sea turtles?

EQ3: How does Esmeralda's story reflect the relationship between humans and the environment?

Unit Goals

Identify stages of sea turtles' lives and describe some challenges they face.

Recognize human activities that impact sea turtles' lives and explain their consequences.

Analyze the role of conservation efforts in protecting sea turtles.

Defend the importance of reducing pollution and protecting natural habitats.

Intercultural Focus

Tortugas marinas infographic

Ciclo de la vida infographic

Protección y conservación de tortugas marinas reading

Organizaciones que protegen las tortugas marinas

Slideshow: Los pelícanos

Vocabulary Topics in Context

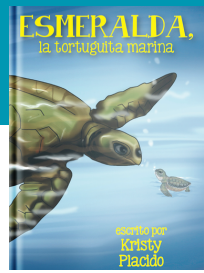
Sea turtle predators

Sea turtle life cycle

Super 7 Verbs

Marine creatures

Volunteerism



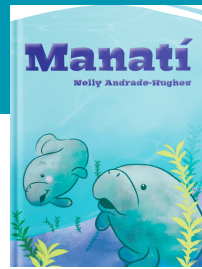
Scope and Sequence - Esmeralda

Language structures in context

Present tense
High frequency (Super Seven) verbs
3rd person present tense
Verbs: salir; poner; decir; ver; escuchar; apagar; buscar
Verb phrases
Very limited use of past tense in some dialogue
Conjunctions and transitional phrases

Additional Features

Prep 4 Success
En marcha Daily Warm-ups
Reader's Theater
Pre-reading slideshows
Reading Strategy of the Chapter
Blooming Comprehension
Write, Draw, Pass
Review Games
Conversemos Simulated Conversations
Multiple Choice Summative Assessment
Performance-Based Assessment



Scope and Sequence - Manatí

Essential Questions

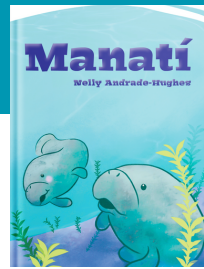
EQ1: How do humans help manatees?
EQ2: Why is it important for manatees to learn to live in the wild?
EQ3: How do animals learn from their families?

Unit Goals

Identify the main dangers that manatees face in their environment.
Explain how humans can help protect manatees and their habitats.
Analyze how the loss of food affects manatees and other animals.
Compare the role of a biological mother and a surrogate mother, like Stubby, in the story.

Intercultural Focus

Slideshow: Mamíferos marinos
Reading: Amenazas para el océano
Slideshow: Amenazas que enfrentan los manatíes
Reading: Animales que fueron rescatados
Slideshow: Centros de rescate de manatíes
Slideshow: 4 historias de manatíes rescatados
Slideshow: Columbus, OH
Reading: El zoológico y acuario de Columbus
Slideshow: Programas del zoológico de Columbus
Reading: Asociación de Rescate y Conservación de Manatíes
Reading: Stubby



Scope and Sequence - Manatí

Vocabulary Topics in Context

Ocean habitats
Manatees and other wildlife
Environmental dangers
Conservation and rescue
Emotions and Survival

Language structures in context

Imperfect and preterit
Present tense used in dialogue
High frequency verbs
Nadar
Navegar
Comer
Dormir
Pensar
Moverse
Llegar
Verb phrases
Conjunctions and transitional phrases

Additional Features

Prep 4 Success
En marcha Daily Warm-ups
Pre-reading discussion questions
Blooming Comprehension
Reader's Theater
Review Games
Conversemos Simulated Conversations
Multiple Choice Summative Assessment
Performance-Based Assessment