Sarah's Spanish School

FREE SAMPLE · MUNDIAL SPANISH · MIDDLE ELEMENTARY

Mi Familia es Única

My Family Is Unique

IB PYP theme: Who We Are | Level 2B · Grades 2–3 | Unit 1 of 6

5 lessons · about 40 min · once a week | 90%+ in Spanish



Moti el Mono on his green dirt bike

Students talk about their families and the relationships between family members. They describe age, personality, and likes (*simpático · generoso · valiente · amable · divertido*), make simple comparisons, and present at least two family members. Moti introduces his own family — and his two last names — and the unit ends with *Mi familia*, a short presentation.

Inside this sample

1. Unit overview with IB PYP connections
2. Sample Lesson 1
3. Sample Lesson 5 (Display of Learning)

Every Mundial unit has this same shape in Spanish, French, and Mandarin.

IB PYP Connections

Aligned with the six transdisciplinary themes, one unit per theme each year

Who We Are | Where We Are in Place and Time | How We Express Ourselves | How the World Works | How We Organize Ourselves | Sharing the Planet

CENTRAL IDEA Every family is unique.

Essential question: *¿Cómo es tu familia?* (What is your family like?)

Lines of inquiry

- Who is in our families and how they live
- How families shape who we are
- How families are different and unique

Key concepts

Form What makes up a family and family structure

Connection How families influence identity and relationships

Perspective How families can look different around the world

Responsibility How we support, respect, and care for our family members

Learner profile attributes

Caring Show empathy and consideration for family members

Communicators Describe and share information about our families

Open-minded Appreciate and respect different types of families

Reflective Think about the role our family plays in our life

Principled Respect family diversity and cultural traditions

Approaches to learning (ATL skills)

Thinking Compare family structures; connect our experience to others; reflect on what makes a family unique

Communication Share descriptions of our families; listen to classmates; use oral, written, and visual language

Social Work together on family projects; respect differences in classmates' families

Self-management Organize materials for a family presentation; manage time; stay focused

Language & Learning

ACTFL-aligned can-dos · Level 2B · Grades 2–3

Can-do statements

1. I can understand short sentences about a family and who the members are.
2. I can understand simple descriptions of age, personality, and likes.
3. I can follow a short description and tell who is being described.
4. I can understand and make basic comparisons between family members.
5. I can ask and answer questions and have a short partner conversation about family.
6. I can present 2–4 connected sentences about at least two family members and compare them.

Culture

Dos apellidos. In most Spanish-speaking countries, people have two last names, one from their dad and one from their mom. Moti's full name is Moti Monteverde Salazar — Monteverde from his dad, Salazar from his mom. Students notice both names when they meet his family.

Where: Most Spanish-speaking countries

Key structures

FAMILY

la mamá · *el papá* · *el hermano / la hermana* · *el abuelo / la abuela* · *el tío / la tía* · *el primo / la prima* · *la familia*

LIVE / HAVE

Vivo con · *Vive con* · *Tengo* · *Tiene* · *Hay* · *Somos*

DESCRIBE

Es / Son · *Divertido/a* · *Amable* · *Trabajador/a* · *Inteligente* · *Atlético/a* · *Grande / pequeña*

LIKES

Le gusta · *Me gusta* · *Prefiere* · *Prefiero* · *Porque* · *También* · *Pero*

ASK

¿Cuántas personas hay en tu familia? · *¿Quién es?* · *¿Cuántos años tiene?* · *¿Cómo es?* · *¿Qué le gusta hacer?* · *¿Tienes hermanos?*

HEARD IN THE STORY

se llama · *tiene dos apellidos* · *quiere mucho a* · *es menor que* · *todos viven juntos* · *¡Mi familia es única!*

The unit story: *La familia de Moti* · told a little each lesson in StoryTime

Day 1
Moti has two last names and lives with his family.
Moti tiene dos apellidos: Moti Monteverde Salazar. Vive con su familia.

Day 2
Meet Moti's mom, Elena. She is kind.
¡Moti tiene una mamá! Se llama Elena. Es amable.

Day 3
Meet Moti's dad, Luis. He is fun.
Moti tiene un papá. Se llama Luis. Es divertido.

Day 4
Moti has a younger sister, Marina.
Se llama Marina. Marina es menor que Moti.

Day 5
His grandparents all live together!
¡Todos viven juntos! ¡Mi familia es única!

DISPLAY OF LEARNING · THE PERFORMANCE TASK IN LESSON 5

Mi Familia

Start
In Lesson 4, students choose at least two family members and begin writing about them.

Write
With the teacher's help, they write 2–4 connected sentences: *Esta es / Este es… · Se llama… · Es… · Tiene… años. · Le gusta… · Es más / menor que…*

Present
In Lesson 5, each student presents two family members, describes and compares them, then answers classmates' questions.

The Unit at a Glance

5 lessons · Lesson 5 is the Display of Learning

LESSON 1 IN THIS SAMPLE
¿Quién es?
I can understand short sentences about a family and who the members are.

LESSON 2
¿Cómo es?
I can understand simple descriptions of age, personality, and likes.

LESSON 3
Más… que
I can understand and make basic comparisons between family members.

LESSON 4
¿Tienes hermanos?
I can ask and answer questions and have a short partner conversation about family.

LESSON 5 IN THIS SAMPLE
Mi Familia
I can present two family members and compare them.

LESSON **1** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL SPANISH · LEVEL 2B · UNIT 1: MI FAMILIA ES ÚNICA

¿Quién es?

Who Is It? · Family members · who I live with



¡A empezar! 5 min	Pregunta del día 5 min	La hora del cuento 6 min	¡A moverse! 4 min	¿Quién es? 8 min	Vivo con 5 min	Check 3 min	¡Ahora tú! 3 min	¡Adiós! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: Who We Are

Today's goal

I can understand short sentences about a family and who the members are.

Target structures

¿Quién es? – Es mi / su ___.
Who is it? – It's my / his ___.

Vivo con… · Vive con…
I live with… · He/She lives with…

¿Cuántas personas hay en tu familia?
How many people are in your family?

Hay ___ personas.
There are ___ people.

la mamá · el papá · el hermano · la hermana
mom · dad · brother · sister

el abuelo · la abuela · el tío · la tía · el primo · la prima
grandfather · grandmother · uncle · aunt · cousin

tiene dos apellidos
has two last names

Materials

- Opening Ritual slides
- Family picture cards: mamá, papá, hermano, hermana, abuelo, abuela, tío, tía, primo, prima
- Moti story slides, Day 1
- Picture of Moti's two last names: Monteverde Salazar
- Student workbook page: ¿Quién es?; crayons

1 ¡A empezar! Opening Ritual — 5 min

- Welcome students and run the Opening Ritual slides: date, weather, and *¿Cómo estás?*
- Introduce the unit's Essential Question in one line: *¿Cómo es tu familia?*

2 Pregunta del día Question of the Day — 5 min

ASK *¿Cuántas personas hay en tu familia?* **ANSWER** *Hay ___ personas.*

- Hold up fingers as you model: *En mi familia hay… uno, dos, tres, cuatro. Hay cuatro personas.* Students tell a partner, then partners ask and answer. Call on several students.

EXTEND & ADAPT
Students who aren't ready to speak can hold up fingers for the number.

3 La hora del cuento Moti el Mono · Day 1 — 5–10 min

- Review who Moti is: *Hay un mono. Se llama Moti. A Moti le gusta MUCHO montar su moto.* (twist both hands like handlebars: "brrm, brrm")
- Today's twist: point to both last names on the slide. *Moti tiene dos apellidos: Moti Monteverde Salazar. ¿Dos apellidos? ¡Sí! Vive con su familia.*
- Circle with questions: *¿Moti tiene uno o dos apellidos? ¿Moti vive solo? ¡No! Moti vive con su familia.* End with a hook: *¿Quién vive con Moti? Mmm… ¡mañana!*

4 ¡A moverse! La familia — 3–5 min

- Show a family card and do a big, clear gesture every time you say the word: *la mamá* (hands on heart) · *el papá* · *el hermano / la hermana* · *el abuelo / la abuela* (stand a little taller or a little smaller).
- Call them in a new order and speed up. Then hold up a card: students say the word and do the gesture.

5 ¡A explorar! ¿Quién es? — 8 min

- Show a family picture (from Moti's family or a photo card), covering the label: *¿Quién es? ¿Es la mamá o el papá?* Students answer *Es la mamá.* Reveal the label to confirm.
- Continue with *el hermano, la hermana, el abuelo, la abuela, el tío, la tía, el primo, la prima.* Mix in Moti's family once they know Elena and the others will appear later: *¿Quién es? ¿Es Moti?*
- Finish with a quick listen-and-point: describe one person (*Vive con Moti. Es la mamá.*) and students point to the matching card.

PRO TIP
Use names often: "*María dice…*" · "*Clase, ¿están de acuerdo?*" It builds community and keeps everyone listening.

EXTEND & ADAPT
Model *Es mi mamá* and *Es su papá*, then partners practice pointing to a card and naming the person.

6 ¡A explorar! Vivo con… — 5 min

- On the board, sketch Moti's house. *Moti vive con su familia.* Invite a few volunteers: *¿Con quién vives? Vivo con…* Students may name the people they live with — every family is unique.

7 Check for Comprehension — 2–3 min

- Hold up two cards and ask either/or questions: *¿Quién es? ¿Es el abuelo o la hermana?* · *¿Moti tiene uno o dos apellidos?* Students answer and gesture.

8 ¡Ahora tú! Workbook, if time — 3 min

- **¿Quién es?** Students label family members on the page, then draw the people they live with and write *Vivo con…* / *Hay ___ personas.*

9 ¡Adiós! — 1 min

- *¡Adiós y hasta luego!* Students leave saying one family word of their choice: *¡la mamá! ¡el abuelo!*

LESSON 5 of 5 · ~40 min

SAMPLE LESSON · MUNDIAL SPANISH · LEVEL 2B · UNIT 1: MI FAMILIA ES ÚNICA

Mi familia

DISPLAY OF LEARNING

My Family · Display of Learning



¡A empezar! 4 min	Pregunta del día 4 min	La hora del cuento 5 min	¡A moverse! 3 min	La familia de Moti 6 min	Escribimos 7 min	Presentamos 9 min	Check 2 min	¡Adiós! 1 min

Lesson at a glance · about 41 minutes · IB PYP theme: Who We Are

Today's goal

I can present 2–4 connected sentences about at least two family members, compare them, and share a short project about my family.

Target structures

Esta es / Este es ___. Se llama ___.
This is my ___. His/Her name is ___.

Es ___. · Tiene ___ años.
He/She is ___. · He/She is ___ years old.

Le gusta ___.
He/She likes ___.

Es más ___ / menor que ___.
He/She is more ___ / younger than ___.

¿Quién es? · ¿Cómo es? · ¿Qué le gusta?
Who is it? · What is he/she like? · What does he/she like?

¡Mi familia es única!
My family is unique!

Materials

- Opening Ritual slides
- Moti story slides, Day 5
- Family picture cards from the unit
- Students' family photos or drawings (begun in Lesson 4)
- Student workbook Display of Learning page: Mi familia; pencils

1 ¡A empezar! Opening Ritual — 4 min

- Run the Opening Ritual as usual. Preview today: *¡Hoy presentamos nuestra familia!*

2 Pregunta del día Question of the Day — 4 min

ASK *¿Cómo es tu familia?*

ANSWER *Mi familia es ___. / Hay ___ personas.*

- A quick round: every student says one sentence about their family. Keep it fast and celebrate each answer.

3 La hora del cuento La familia de Moti · Day 5 — 5 min

- Students help retell Days 1–4 with gestures: *Tiene dos apellidos… tiene una mamá, Elena, es amable… un papá, Luis, es divertido… una hermana, Marina, es menor que Moti.*
- Then the ending: *Moti tiene dos abuelos y dos abuelas. ¿Viven lejos? ¡No! ¡Todos viven juntos! Moti dice: ¡Mi familia es única!*

4 ¡A moverse! Simón dice — 3 min

- Whole-unit review with picture cards: *Simón dice: toca a la mamá… Simón dice: el abuelo… la hermana…* Students point or gesture only when they hear *Simón dice*.

5 La familia de Moti Describe and compare — 6 min

- Hold up Elena and Luis, then Marina and Moti. Model two or three connected sentences and one comparison: *Esta es la mamá. Se llama Elena. Es amable. Este es el papá. Se llama Luis. Es divertido. Marina es menor que Moti.*
- Invite a few volunteers to describe one person, with the class helping.

PRO TIP
Model a description plus a comparison. That is exactly what students will do next.

6 Mi familia Display of Learning · write — 7 min

- Read every frame on the workbook page aloud and point to its picture: *Esta es / Este es… · Se llama… · Es… · Tiene… años. · Le gusta… · Es más / menor que…*
- Students complete the frames about two family members (or a drawing / photo they prepared in Lesson 4). Circulate and help each student write at least two connected sentences, plus one comparison.

EXTEND & ADAPT
Ready writers add *También…* or *Pero…*, or a reason: *Es amable porque…*

7 Mi familia — Display of Learning · present — 9 min

- Students take turns (or work in small groups) showing their page and reading their sentences about two family members.
- Classmates ask one question: *¿Cómo es? · ¿Cuántos años tiene? · ¿Qué le gusta?* The presenter answers in Spanish.

8 Check for Comprehension — Essential Question — 2 min

- Return to the Essential Question: *¿Cómo es tu familia?* The class answers together, holding up their pages: *¡Mi familia es única!*

9 ¡Adiós! — 1 min

- *¡Adiós, Moti! ¡Adiós y hasta luego!*

SAMPLE PRESENTATION · A MODEL TO SHOW STUDENTS

Esta es mi mamá. Se llama Elena. Es amable. Este es mi papá. Se llama Luis. Es divertido. Mi hermana es menor que yo. ¡Mi familia es única!

What to look for (Display of Learning)

- Presents at least two family members with 2–4 connected sentences
- Uses the frames: *Esta es / Este es… · Se llama… · Es… · Le gusta…*
- Makes a simple comparison (*es menor que / es más ___*)
- Answers a classmate's question about the family

Every Mundial lesson, same rhythm · a predictable routine keeps class in the target language

¡A empezar!	Pregunta del día	La hora del cuento	¡A moverse!	¡A explorar! · ¡A jugar! · ¡A cantar!	Check for Comprehension	¡Ahora tú!	¡Adiós!
Opening Ritual	Question of the Day	StoryTime with Moti	Kinetic Comprehension	One or two, never all three	Quick check	Workbook page	Closing
5 min	5 min	5–10 min	3–5 min	10–15 min	2–3 min	if time	1 min

Like what you see? Let's talk about your PYP program.
Mundial comes in Spanish, French, and Mandarin, with full K–5 units, slides, stories, workbooks, training, and ongoing support.

sarahsspanishschool.com/ib

This is a sample from a Mundial unit, shared for review by IB schools and districts. Lesson materials referenced here (slides, story slides, workbook pages) are included in the full curriculum. Mundial is developed by Sarah's Spanish School and aligned with the IB Primary Years Programme framework; it is not produced or endorsed by the International Baccalaureate Organization. © 2026 Sarah's Spanish School.