Sarah's Spanish School

FREE SAMPLE · MUNDIAL SPANISH · UPPER ELEMENTARY

¿Ya Llegamos?

Are We There Yet?

IB PYP theme: How We Organize Ourselves | Level 3A · Grades 4–5

Unit 5 of 6 | 5 lessons · about 40 min · once a week | 90%+ in Spanish



Moti el Mono on his green dirt bike

Students use Spanish to talk about destinations, transportation, and packing. They plan a class trip, compare trips, follow and give directions, and map a road-trip route, then write and present their own road trip. Moti flies to Cuba, rides in a classic pink car, and keeps asking *¿Ya llegamos?* Grammar in context: the near future, *voy a / vamos a* + infinitive.

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 — **Planning and preparing help people travel efficiently and reach their destination.**

Essential question: *¿Qué decisiones tomamos cuando vamos de un lugar a otro?* (What decisions do we make when we go from one place to another?)

Lines of inquiry

- How we plan to get from one place to another
- What tools or rules help us move safely and efficiently
- How planning affects travel and arrival

Key concepts

Function How navigation and planning systems work

Connection How routes, maps, and transportation are linked

Causation How good planning leads to efficient and safe travel

Responsibility How following rules and instructions keeps us safe

Learner profile attributes

Thinkers Plan and problem-solve travel challenges

Inquirers Ask questions about routes, maps, and navigation

Principled Follow rules for safe and fair movement

Open-minded Consider many ways to reach a destination

Reflective Evaluate plans and improve them

Approaches to learning (ATL skills)

Thinking Analyze routes and maps; predict and decide on the best way to travel

Communication Use descriptive language to explain directions and plans; listen to and interpret instructions

Social Plan together, respect others' suggestions, solve navigation challenges as a team

Self-management Organize materials for a trip; follow procedures during movement activities

Language & Learning

ACTFL-aligned can-dos · Level 3A · Grades 4–5

Can-do statements

1. I can answer travel questions and say where I am going.
2. I can compare and describe different trips.
3. I can follow and give directions and say where a place is.
4. I can talk about a road-trip route: places, distances, and what I see.
5. I can write and present my road trip.

Culture

The classic cars of Cuba. Colorful 1950s cars are still on the road in Cuba, kept running for decades by skilled Cuban mechanics. Students read about them, compare old and new (*viejo / nuevo*), and ride along with Moti in a pink classic car. A light packing reading, *¿Qué llevo en la maleta?*, rounds out the unit.

Where: Cuba

Key structures

PLANS

¿Adónde vamos? · *Vamos a…* · *Voy a visitar…* · *Voy a ver…* · *¿Adónde quieres viajar?* · *Voy con / Vamos con…* · *Prefiero… porque…*

GETTING THERE

¿Cómo llegamos? · *Llego en / Llegamos en…* · *el carro* · *el avión* · *el barco* · *el autobús* · *¿Ya llegamos?*

WHERE & HOW FAR

¿Dónde está? · *Está en el norte / sur / este / oeste de…* · *Cerca de · Lejos de* · *¿Está cerca o lejos?* · *Tiene ___ paradas* · *¿Cuántas horas son desde ___ hasta ___?*

PACKING

¿Qué llevo? · *Llevo… · Debemos llevar…* · *la maleta* · *la mochila* · *el traje de baño* · *Me pongo la chaqueta*

GRAMMAR IN CONTEXT

voy a / vamos a + infinitive (near future)

The unit story: *Moti va a Cuba* · told a little each lesson in StoryTime

Day 1
Moti wants to travel and flies to Cuba.
Moti quiere viajar. Va en avión a Cuba.

Day 2
He sees the classic cars and rides in a pink one. Are we there yet? Not yet!
¿Ya llegamos? ¡Todavía no!

Day 3
Oh no, the car breaks down!
¡El carro no funciona! ¿Qué hacemos?

Day 4
A mechanic comes to help, and Moti helps too.
"Yo te ayudo." ¡El carro funciona!

Day 5
North, south, east, west… they finally arrive at the beach.
¡Sí, ya llegamos! ¡Me encanta Cuba!

DISPLAY OF LEARNING · THE PERFORMANCE TASK IN LESSON 5

Mi viaje por carretera (My Road Trip)

Plan
On a workbook page, students plan a road trip: where they're going, who they go with, which direction, what they see, and what they pack.

Write
Sentence starters: *Voy a ___. Voy en carro con ___. Viajo al norte / sur / este / oeste. Veo ___. Llevo ___.* Upper-grade students are nudged to add detail with *porque*.

Present
Students present their trip and answer a partner's questions. Scored with a simple rubric. The last lesson is a full work-on-your-project day.

The Unit at a Glance

5 lessons · Lesson 5 is the Display of Learning

LESSON 1 · IN THIS SAMPLE
¿Adónde Vamos?
I can answer travel questions and say where I am going.

LESSON 2
Viajes por el Mundo
I can compare and describe different trips.

LESSON 3
Norte, Sur, Este, Oeste
I can follow and give directions and say where a place is.

LESSON 4
La Ruta del Viaje
I can talk about a road-trip route: places, distances, and what I see. (Plus the classic cars of Cuba.)

LESSON 5 · IN THIS SAMPLE
Mi Viaje por Carretera
I can write and present my road trip.

LESSON 1 of 5 · ~40 min

SAMPLE LESSON · MUNDIAL SPANISH · LEVEL 3A · UNIT 5: ¿YA LLEGAMOS?

¿Adónde Vamos?

Where Are We Going? · Planning a class trip



¡A empezar! 5 min	Pregunta del día 5 min	La hora del cuento 7 min	¡A moverse! 3 min	¡A explorar! 14 min	Check 3 min	¡Ahora tú! 2 min	¡Adiós! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: How We Organize Ourselves

Today's goal

I can answer travel questions and say where I am going.

Target structures

¿Adónde vamos?
Where are we going?

Vamos a…
We are going to…

¿Adónde quieres viajar?
Where do you want to travel?

Quiero viajar a ___ porque ___.
I want to travel to ___ because ___.

¿Cómo llegamos?
How do we get there?

Llegamos en avión / carro / barco / autobús.
We get there by plane / car / boat / bus.

¿Está cerca o lejos?
Is it near or far?

¿Debemos llevarlo?
Should we bring it?

Materials

- Opening Ritual slides
- ¿Adónde Vamos? slides and ¿Qué Llevamos? slides
- World map
- Moti story slides, Day 1
- Student workbook page (if time); pencils

1 ¡A empezar! Opening Ritual — 5 min

- Date, weather, and feelings with the Opening Ritual slides. Upper-grade students answer in full sentences.
- Introduce the Essential Question in one line: *¿Qué decisiones tomamos cuando vamos de un lugar a otro?* It comes back at the end of the unit.

2 Pregunta del día Question of the Day — 5 min

ASK *¿Adónde quieres viajar?* **ANSWER** *Quiero viajar a ___ porque ___.*

- Model your answer with the map (*Quiero viajar a Puerto Rico porque hace calor y me gusta la playa.*). Students repeat, tell a partner, then partners ask and answer. Call on several students and point to each place on the map.

3 La hora del cuento Moti va a Cuba · Day 1 — 5–10 min

- *Moti quiere viajar. ¿Quiere viajar o quiere dormir? ¡Quiere viajar!*
- *¿Adónde va? ¿Va a Alaska? ¡No! Moti va a Cuba. ¿Cómo llega? ¿Llega en carro o en avión? ¡Llega en avión!*
- **Map moment:** *¿Dónde está Cuba? Está en el mar Caribe, al sur de la Florida. ¿Está cerca o lejos de nosotros?*

4 ¡A moverse! ¿Cómo llegamos? — 3 min

- One move per way to travel: *en avión* (arms out, glide) · *en carro* (steering wheel) · *en barco* (rock side to side) · *en autobús* (big wheel, bounce). Call *¡Vamos en ___!* faster and faster.

5 ¡A explorar! ¿Adónde vamos? Plan a class trip — 12–15 min

- The class plans one imaginary trip together. Ask a series of either/or questions and have students vote by moving to the left or right side of the room: *¿Vamos a un lugar cerca o lejos? ¿Hace calor o hace frío? ¿Vamos a la playa o a las montañas? ¿Vamos en verano o en invierno?*
- Sum up the class choices and offer destinations that fit: *Vamos a un lugar lejos. Hace calor. Vamos a la playa. ¿Vamos a Barcelona, a Miami o a San Juan?* Show the map and photos, then vote.
- If time: *¿Qué llevamos?* Show packing items (*¿Debemos llevarlo o no?*) and choose how to travel (*¿Llegamos en avión o en barco?*). A student scribe records every decision.

PRO TIP
Circle key language with follow-up questions: *Vamos a un lugar lejos. Hace calor. ¿Vamos a la playa o a las montañas?*

EXTEND & ADAPT
Add criteria such as *¿Hay animales?* or *¿Es una ciudad grande o pequeña?* After class, turn the class decisions into a short reading for Lesson 2.

6 Check for Comprehension ¿Cierto o falso? — 2–3 min

- *Moti va a Cuba en carro.* (✗ en avión) · *Cuba está al sur de la Florida.* ✓ · *Nuestro viaje es a un lugar frío.* (answer from today's vote)

7 ¡Ahora tú! Workbook, if time — if time

- Students complete: *Quiero viajar a ___ porque ___. Voy en ___.*

8 ¡Adiós! — 1 min

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

LESSON **5** of 5 · ~40 min

SAMPLE LESSON · MUNDIAL SPANISH · LEVEL 3A · UNIT 5: ¿YA LLEGAMOS?

Mi Viaje por Carretera

DISPLAY OF LEARNING

My Road Trip · Display of Learning · project day



¡A empezar! 4 min	Pregunta del día 4 min	La hora del cuento 5 min	¡A moverse! 3 min	Plan + write 14 min	Present 6 min	Check 3 min	¡Adiós! 1 min

Lesson at a glance · about 40 minutes · IB PYP theme: How We Organize Ourselves

Today's goal

I can write and present my road trip.

Target structures

Voy a ___.
I'm going to ___.

Voy en carro con ___.
I'm going by car with ___.

Viajo al norte / sur / este / oeste.
I travel north / south / east / west.

Veo ___.
I see ___.

Llevo ___.
I'm bringing ___.

Tiene ___ paradas.
It has ___ stops.

¿Ya llegamos? – ¡Todavía no! / ¡Sí, ya llegamos!
Are we there yet? – Not yet! / Yes, we're here!

Materials

- Opening Ritual slides
- Moti story slides, Day 5
- Direction signs posted on four walls (norte, sur, este, oeste)
- Student workbook Display of Learning pages: Mi viaje por carretera + rubric
- Maps; colored pencils

1 ¡A empezar! Opening Ritual — 4 min

- Quick Opening Ritual. Preview today: *¡Hoy es el día del proyecto!*

2 Pregunta del día Question of the Day — 4 min

ASK *¿Adónde vas a viajar?* **ANSWER** *Voy a viajar a ___.*

- A quick round so every student says their destination out loud before writing. Recast with the near future: *¡Ah, vas a viajar a Colorado! ¿Vas a ver montañas?*

3 La hora del cuento Moti va a Cuba · Day 5 — 5 min

- Retell the story with the class, then the ending: *Norte, sur, este, oeste… ¿Ya llegamos? ¡Todavía no! … ¿Ya llegamos? ¡Sí, ya llegamos! ¡La playa! ¡Me encanta Cuba!*

4 ¡A moverse! Norte, sur, este, oeste — 3 min

- Call a direction; students turn and take two steps toward that sign: *¡Viajamos al norte!* Mix in packing moves: *Me pongo la chaqueta · Me pongo el sombrero · Me pongo el traje de baño.*

5 Mi viaje por carretera Display of Learning · plan + write — 14 min

- **Plan.** On the workbook map, students choose a destination, draw the route with at least two stops, and note who goes, what they see, and what they pack.
- **Write.** Students write with the sentence starters: *Voy a ___. Voy en carro con ___. Viajo al norte / sur / este / oeste. Veo ___. Llevo ___.*
- **Stretch it.** Ready writers add detail: *porque…* · *Hace calor / Hace frío.* · *Está lejos de ___.* · *Tiene ___ paradas.* · *Prefiero ___ porque ___.*

PRO TIP
Read every direction aloud and show a finished model first. Keep the model on the board while students write.

6 Present Partner presentations — 6 min

- Partners take turns presenting. The listener asks at least two questions: *¿Adónde vas? ¿Con quién vas? ¿Qué ves? ¿Qué llevas? ¿Ya llegamos?*
- Invite two or three volunteers to present to the class with their map.

7 Check for Comprehension Self-check — 2–3 min

- Students show 1, 2, or 3 fingers: "How well can I tell about my road trip in Spanish?" Then return to the Essential Question: *¿Qué decisiones tomamos cuando vamos de un lugar a otro?*

8 ¡Adiós!

1 min

- *¡Buen viaje! ¡Adiós y hasta luego!*

SAMPLE STUDENT WRITING · A MODEL TO SHOW STUDENTS

Voy a San Diego. Voy en carro con mi familia. Viajo al oeste. El viaje tiene tres paradas. Veo montañas y el desierto. Hace calor. Llevo mi traje de baño y mi sombrero porque voy a la playa. ¿Ya llegamos? ¡Sí, ya llegamos!

Quick rubric (sample)

Criteria	Not yet	With help	Yes!
Content Tells where, who, which direction, what I see, and what I bring	◯	◯	◯
Language Uses the sentence starters correctly; adds detail (*porque*, weather, stops)	◯	◯	◯
Presentation Presents clearly and answers a partner's questions in Spanish	◯	◯	◯

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

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

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Mundial comes in Spanish, French, and Mandarin, with full K–5 units, slides, stories, workbooks, training, and ongoing support.

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