

Part I: Amistades Futuras

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A. Spanish Names, Greetings and Goodbyes

This activity allows students to choose Hispanic names for the course and to learn about the Hispanic tradition in names. Students also learn how to introduce themselves.

Prep: 15 minutes. Photocopy name sheets for your class (you may choose to have students share and/or to reuse the names for different class periods), create an example name tent (see procedure for details)

Materials: Double-sided photocopies of names: one side for girls' names, one side for boys. Art supplies for name tents (cardstock, markers, clear tape); class lists to record students' new Spanish names

Optional: costumes (masks, wigs, hats, outfits—the goofier, the better), plain white paper for optional comic strip assessment

Target Vocabulary and Concepts

Buenos días.	Good morning.	¿Cómo estás?	How are you (inf.)?
Buenas tardes.	Good afternoon.	¿Cómo está usted?	How are you (formal)?
Buenas noches.	Good evening/night.	Estoy bien.	I'm good.
Hola.	Hi.	Estoy feliz.	I'm happy.
¿Qué tal?	What's up?	Estoy así así.	I'm okay (not great).
Me llamo...	My name is...	Estoy más o menos.	I'm okay (not great).
¿Cómo te llamas?	What's your (inf.) name?	Estoy mal.	I'm bad.
¿Cómo se llama usted?	What's your (formal) name?	Adiós.	Bye.
¿Y tú/usted?	And you (inf./form.)?	Nos vemos.	See you.
Mucho gusto.	Pleasure to meet you.	Hasta luego.	Until later.

- Students will understand naming traditions in Spanish
- Students will understand when to use formal and informal greetings.

Procedure- Spanish names

1. Ask students what names they think of as Hispanic. Create a list together. Explain to students that there are many, many names (just like there are for non-Hispanics!), though some are more common than others. Explain the naming tradition in Hispanic countries (included at the bottom of this page) as you go over the Notas Culturales information about it on their Student Resource Pages.
2. If you choose, you can have your students pick their own Spanish names for the course. This is not required but adds a cultural and fun element to Spanish classes. If you choose to use the names, explain to your class(es) that you and other students will address them with these names, so it's important to choose wisely.
3. Read the Spanish names aloud since the names sound very different out loud for students who hearing them for the first time. Feel free to move through them quickly.
4. While you are reading the list, encourage students to choose their top two or three name choices, since it is helpful to not have any of the same Spanish names in the same class. If you have significant time left in the class, you may record their new names; otherwise, tell them they will need to choose by the following class.
5. You could choose numbers to see which student gets to pick a name first, etc. or decide to line up alphabetically or by birthday, etc.
6. Make sure you write down their choices on a class list so that you have a list of the new names you will be using.
7. Once all students have chosen names, have them decorate name tents to help everyone learn their new names. It is helpful for students to also write their last names (perhaps in smaller letters) on their name tents so you can begin to link their new Spanish names with their last names for grading purposes. Using thicker cardstock is helpful. Ask your school if they will provide it or use your budget to purchase enough for all students.
8. Have students also write their class period on the name tent somewhere in case it gets misplaced or mixed up with other classes.
9. Keep tents in the classroom and have students place them on their desks every day for the first 2-3 weeks as needed.

Procedure- Greetings

1. Go over the target vocabulary, having students fill in the English meanings on their student resource page and practicing pronunciations.
2. Have students highlight words and phrases that are **informal**. Go over the questions on the Student Resource Pages and discuss with students:
3. Up until what point during the day would you normally greet someone with the following?:
 - Buenos días used until about noon
 - Buenas tardes used from noon until 6-7p.m.
 - Buenas noches used from about 7p.m. onward
4. Discuss what is the "normal" response in dominant U.S. culture when someone asks you how you are doing? ("Fine/good.") Do you think all cultures are this way? ("Probably not.")

- In Quito, Ecuador, for example, two very common responses to "¿Cómo estás?" are "Aquí, nomás" or "Aquí, luchando." What might this sound like to an outsider? (Suggestions: nothing special happening, sad, not doing well, angry.) What different meanings could it have to an *ecuatoriano*? (Suggestions: Nothing special happening, determination in the face of obstacles, bravery.)
5. Next, demonstrate the introductions with a few students, then have students pair up and practice introducing themselves. They may use their real name or their new Spanish name. If time, take volunteer pairs to present to the class.
 6. Use the homework assignments, activities and quiz to assess the greetings vocabulary.
 7. By copying the flashcard assignment included (and all future flashcards) onto darker colored paper, students will better be able to practice and utilize the cards. These cards can also be doubled to create sets for Memory and Caramba to be used as class activities.

Variations: For extra fun use costumes if you have them (hats, masks, wigs, outfits, *etc.*).

Ideas for teaching and reviewing greetings and conversation:

Beach Ball Conversation Starter- (5-7 minutes) Write questions in Spanish like "¿Cómo estás?" on a beach ball. Throw the beach ball to the students. Whoever catches it answers the question that corresponds to where his or her thumb lands. Note: You can start this activity by having all students answer the same question. As they learn more conversation skills you can introduce the beach ball to continue practicing and reviewing conversation. Note: This can be varied by using a large dice with questions on the sides.

One minute Conversation Race/Student Interviews- (5-10 minutes) (Without paper) Have the students stand and ask and answer as many classmates as possible one of the following: ¿Cómo estás? OR ¿Cómo te llamas?. Set a timer for 60 seconds or watch the clock. Ask the students to tell you the number (in Spanish) of how many students they conversed with. This activity can be used back to back with each of these questions being the focus for 60 seconds each.

(With paper) Have the students take out a piece of paper and brainstorm a list of all the questions they know how to ask in Spanish. You could ask the students to complete this task alone or with a partner. After a few minutes, set a timer and have the class use their lists to race around the class asking questions in Spanish to each other. The goal is to ask and listen to the answer of as many questions as possible in the one-minute time frame.

Student Interviews- To make this a longer and more comprehensive activity, have the students use their question list to interview a classmate. Have them write down their partner's answers.

Songs ideas for start and end of class to practice greetings:

YouTube- Visit the site to find song videos for Spanish greetings. Search "Spanish greeting songs" for a plethora of options or, search the following "¿Cómo te llamas? song by Enrique Calixtro" or, search "Spanish Hello song with Basho & Friends."

Greetings song- (Sing to the tune of "Frere Jacques")

Buenos días, Buenos días
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias
¿Y Ud.?; ¿Y Ud.?
Buenas tardes, Buenas tardes
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias,
¿Y Ud.?; ¿Y Ud.?
Buenas noches, Buenas noches
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias,
Ya me voy, Ya me voy

Adiós Amigos (Sing to the tune of "Frere Jacques")

Adiós amigos, adiós amigos,
Hasta la vista, hasta la vista
Hasta luego, hasta luego,
Chau, chau, chau. Chau, chau, chau

Goodbye song (Sing to the tune of "We are the Champions")

Decimos hasta luego
Y nunca adiós
Hasta luego
Hasta luego
Ya nos vamos
Hasta luego, para hoy.

Extensions/Assessment Opportunities

Require students to teach a family member or friend how to introduce themselves in Spanish. They need to bring a signed note saying they did so.

Nombres para LAS CHICAS

Abril (April)	Liliana
Alejandra (Alexandra)	Linda (pretty)
Alexia	Lola
Alma (soul)	Luisa
Ana	Lulú
Ángela	Luz (light)
Angélica	Magdalena
Carina	Margarita (Daisy)
Carla	María
Carolina	Mariangeles
Catalina	Mercedes
Cecelia	Mía
Cintia (Cynthia)	Milagros (miracles)
Claudia	Miranda
Cristina (Christina)	Mónica
Diana	Marilú
Dolores	Noemí
Dulce (sweet)	Olivia (Olive)
Elena	Paloma (dove)
Eliana	Paz (peace)
Esmeralda (emerald)	Raquel
Esperanza (hope)	Rebeca
Estrella (star)	Rosa (Rose)
Eva (Eve)	Rosana (Roseanne)
Fátima	Rubí (Ruby)
Fe (Faith)	Sabrina
Felicia	Selena
Flor (flower)	Silvia
Frida	Socorro (help)
Gabriela (Gabrielle)	Sofía
Gloria (glory)	Tatiana
Guadalupe	Teresa
Helena (Helen)	Thalia
Iris (rainbow)	Verónica
Isabel	Victoria
Jasmín (Jasmine)	Violeta (Violet)
Jimena	Viviana
Juana (Jane)	Yolanda
Juliana	Ximena
Laura	Yesenia

Nombres para LOS CHICOS

Aarón	Leonardo (Leonard)
Adán (Adam)	Luis (Louis)
Alberto (Albert)	Manuel
Alejandro (Alexander)	Marco (Mark)
Alfonso	Marcos (Mark)
Amistad (friendship)	Mario
Andrés (Andrew)	Martín (Martin)
Ángel (angel)	Mateo (Matthew)
Ángelo	Miguel (Michael)
Antonio (Anthony)	Nicolás
Benjamín (Benjamin, favorite son)	Nico
Carlos (Carl)	Noé (Noah)
Claudio	Octavio
David	Oscar
Diego (James)	Pablo (Paul)
Domingo	Paco
Eduardo (Edward)	Pancho
Emilio	Pedro
Enrique (Henry)	Pepe
Ernesto (Ernest)	Pepito
Esteban (Steven)	Rafael
Felipe (Philip)	Ramiro
Félix	Ramón (Raymond, protector)
Fernando	Raúl (warrior)
Francisco (Francis)	René
Frederico (Fredrick)	Ricardo (Richard)
Gabriel	Roberto (Robert)
Gerardo (Gerard)	Ronaldo
Guillermo (William)	Rolando
Gustavo	Salvador (savior)
Hector	Samuel
Ignacio	Sancho
Iván	Santiago (James)
Jaime	Sebastián
Javier	Sergio
Joaquín	Silvestre (Sylvester)
Jorge (George)	Teodoro (Theodore)
José (Joseph)	Tomás (Thomas)
Juan (John)	Valentín
Julio	Vicente (Vincent)
Juan Carlos	Víctor
Julián	Xavier

¿Cómo te llamas? Student Resource Page for Introductions Nombre: _____

Buenos días.		¿Cómo estás?	
Buenas tardes.		¿Cómo está usted?	
Buenas noches.		Estoy bien.	
Hola.		Estoy feliz.	
¿Qué tal?		Estoy así así.	
Me llamo...		Estoy más o menos.	
¿Cómo te llamas?		Estoy mal.	
¿Cómo se llama usted?		Adiós.	
¿Y tú/usted?		Nos vemos.	
Mucho gusto.		Hasta luego.	

- Up until what point during the day would you normally greet someone with the following?
 - Buenos días _____
 - Buenas tardes _____
 - Buenas noches _____

- What is the "normal" response in dominant U.S. culture when someone asks you how you are doing? Do you think all cultures are this way?

- For example: In Ecuador two very common responses to "¿Cómo estás?" are "Aquí, nomás" or "Aquí, luchando." What might this sound like to an outsider? What different meanings could it have to an *ecuatoriano*?

Nota Cultural: Nombres

The name game in Spanish-speaking countries can vary from place to place. In Spain and other Spanish-speaking countries people usually have two last names. Usually, the father's name is written before the mother's name, and the father's name will be the one used if a person goes by one name. For example, you might call Pablo Fox Quesada *Señor Fox*. Nowadays, Spanish women who marry usually keep the names they were given at birth. Children will get their two last names by combining their parent's fathers' names. In other words, if Pablo Fox Quesada married Carla Díaz Villa and they had a daughter named Rosa, she would actually be Rosa (with a middle name here) Fox Díaz.

In Latin American countries, on the other hand, a married woman may choose to drop the last name she got from her mother and adopt her husband's paternal last name. However, she often does it a bit differently by inserting the word "*de*" ("of") between her old last name and her husband's last name. For example, if *Ángela López Sánchez* married *Tomás Portillo Blanco*, she might choose to be *Angela López de Portillo*.

That's not true everywhere, however. Some South American countries, such as Argentina, are beginning to follow the Western custom of using a single last name passed down from the father. And, of course, not all women choose to change their names if they marry even if that is the tradition in their culture.

Grammar Bonus: *nombre* in Spanish just refers to your first name. If you want someone's last name, ask for their *apellido*.

Práctica I: Flashcards- Cut apart cards and write Spanish with perfect spelling on backside of each.

What's up?	good afternoon	How are you? (formal)	hi
good morning	And you? (formal)	I am good.	What is your name? (formal)
How are you? (informal)	I am bad.	Pleasure to meet you	I am happy.
See you.	And you? (informal)	good evening/night	I am okay. (write both ways)
What is your name? (informal)	My name is...	Until later.	Bye.

Práctica II: Greetings

Nombre: _____

Part I: Write the letter that matches the following Spanish words and phrases below.

1. _____ hasta luego
2. _____ buenas tardes
3. _____ ¿Y usted?
4. _____ buenos días
5. _____ ¿Y tú?

- | |
|--|
| <ol style="list-style-type: none">a. and you? (formal)b. good morningc. and you? (informal)d. until latere. good afternoon |
|--|

Part II: ANSWER the following questions **IN español** in a **COMPLETE SENTENCE!!**

1. ¿Cómo te llamas?

2. ¿Cómo está usted?

Part III: Write the following in Spanish. Use your notes for spelling!

1. What's up?

2. I am bad.

3. good night

4. See you!

5. I am happy.

6. goodbye

7. I am okay.

8. What's your name (formal)?

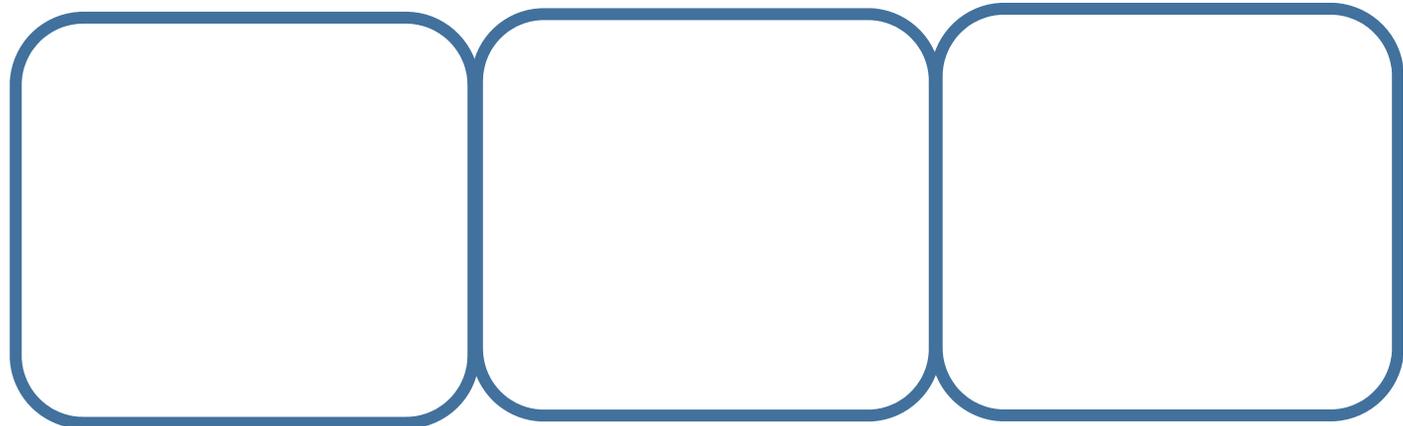
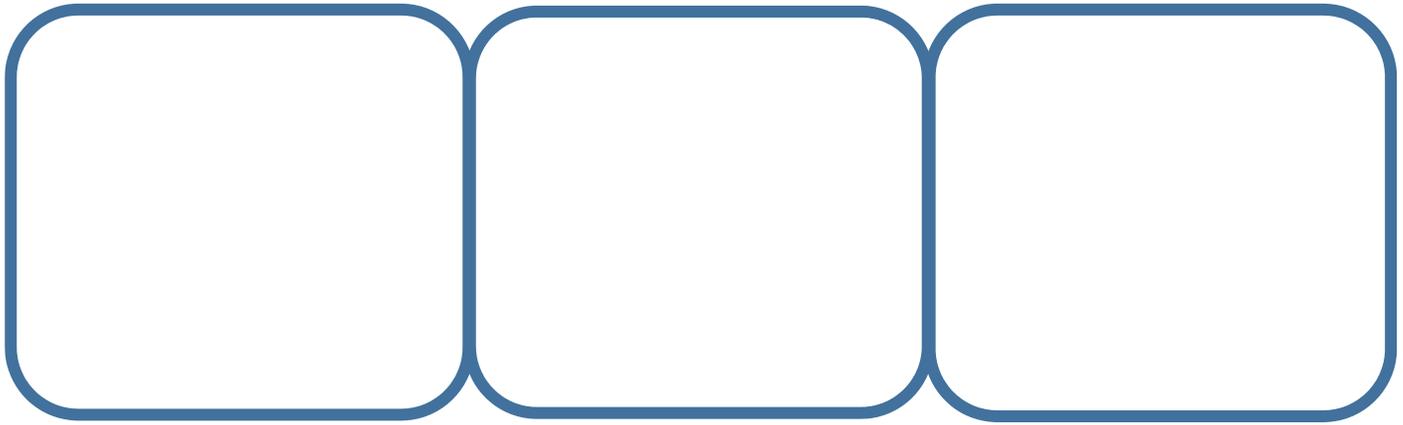
9. How are you (informal)?

Práctica III: Greetings

Nombre: _____

Create a comic strip between a teacher and a student who are meeting each other on the first day of school. Use at least 7 of following phrases in Spanish. Make sure if the student is asking the teacher any questions to use the formal form of questioning. Use your Student Resource Page for spelling!

good morning	What is your name?	I am okay.
nice to meet you	My name is...	And you?
goodbye	I am happy.	How are you?
hello	See you!	



TOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____

Prueba: Greetings

Part I: ANSWER the following questions **IN español** in a **COMPLETE SENTENCE!! (5)**

1. ¿Cómo estás? _____

2. ¿Cómo se llama usted? _____

Part II: Write the following in English. Do your best with spelling. (5)

1. good afternoon _____

2. nice to meet you _____

3. And you? (formal) _____

4. How's it going? _____

5. until later _____

TOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____

Prueba: Greetings

Part I: ANSWER the following questions **IN español** in a **COMPLETE SENTENCE!! (5)**

1. ¿Cómo estás? _____

2. ¿Cómo se llama usted? _____

Part II: Write the following in English. Do your best with spelling. (5)

1. good afternoon _____

2. nice to meet you _____

3. And you? (formal) _____

4. How's it going? _____

5. until later _____

B. El Alfabeto: Alphabet and Pronunciation

In this collection of games, songs, and activities, students will learn the names of the letters of the alphabet and practice pronunciation (both sounds and stress). These are not formal lessons. Therefore, feel free to mix and match. Assessments are provided at the end of this section along with student copies of the songs.

Materials: copies of the Student Resource Pages for your class, any other materials needed for the games and activities you choose to use; chart or poster of the Spanish Alphabet to use as a visual aid

Prep: 15 minutes

Procedure:

1. Use the Student Resource Pages to go over the alphabet and the sound pronunciations.
2. You may start with the **Alphabet Song**, then move onto pronunciation keys on the resource pages. Do note that the pronunciation guide is too much for students to really absorb in one class period. Therefore, it is better to spread it across a few classes, along with continued alphabet games.
3. NOTE: You will notice that although some of the words given as examples to practice pronunciation are high-frequency, simple words, but several are more unusual. Each word was chosen to represent something particular about the sound: the word *búho*, for example, was included because it has an example of the letter *h* in the middle of a word. An essential skill of this section is helping students understand how reliable the sounds in Spanish are.
4. While practicing the pronunciation, emphasize to them that once they learn the keys to Spanish pronunciation, they will be able to "unlock" any word they come across and read it confidently even if they have no idea what it means just yet.
5. Create an Alphabet Chart using poster board so you can display the letters and point to each as students repeat after you and songs are sung. Try to mix it up and point to random letters to quiz them after they become more familiar with the sounds.
6. After students are familiar with the letters, have them practice spelling their first names with a partner.
Take volunteers to spell in front of the class.

Ideas for teaching and reviewing alphabet and pronunciation:

You Tube: If you have access to a Smart Board in your classroom, there are many fun Alphabet Song videos in Spanish available on YouTube. Search, "Spanish Alphabet Song." Be sure to preview videos in their entirety before sharing them with classes.

Alphabet song: Teach the alphabet chant to students. It is sung like the military chant "I don't know, but I've been told!" Also, the song "El Alfabeto" on the *Sing, Dance, Laugh and Eat Tacos, 2* is another great resource. Encourage classes that can handle it to march around and sing as well as get faster and faster with the chant:

Alphabet Chant-

A-B-C-Ch-D-E-F (teacher calls, students repeat)

G-H-I-J-K (teacher calls, students repeat)

L (teacher calls, students repeat)

LI (teacher calls, students repeat)

M-N-Ñ...O-P! (all together)

Q-R-Rr-S-T (call and repeat)

U-V-W-X (call and repeat)

Y (call and repeat)

Z (call and repeat)

Yo sé el alfabeto...¡olé!

Las Vocales: (to the tune of BINGO). This song helps students memorize the names of the vowels, which can be tricky in Spanish. This song should be learned before students start with the vowel substitution songs.

Vocales hay en español

Y los sonidos son

A E I O U

A E I O U

A E I O U

Y yo así los digo.

Continue through as you do in BINGO, substituting in one more clap and taking out a vowel each time. The second verse will be (clap)EIOU...the third will be (clap) (clap) IOU, etc.

La Mar: This is a good, silly song to practice vowels in Spanish. It was recorded by José Luis-Orozco on the cd *Lírica Infantil, vol. III*. Learn the first verse, then go through and substitute vowels.

La mar estaba serena,

Serena estaba la mar.

La mar estaba serena,

Serena estaba la mar.

A) La mar astaba sarana,

Sarana astaba la mar.

E) Le mer estebe serene,

Serene estebe le mer.

I) Li mir istibi sirini,

Sirini istibi li mir.

O) Lo mor, ostobo sorono,
Sorono ostobo lo mor.

U) Lu mur, ustubu surunu,
Surunu ustubu lu mur.

Voy a Comer: Another silly song to practice Spanish pronunciation, this is one students may know in English as "I Like to Eat, Eat, Eat, Eat...Apples and Bananas." Each verse consists of four identical lines.

Voy a comer, comer, manzanas y bananas.

Voy a comer, comer, manzanas y bananas.

Voy a comer, comer, manzanas y bananas.

Voy a comer, comer, manzanas y bananas.
con e...

Voy a comer, comer, menzenes y benenes....
con i...

Voy a comer, comer, minzinis y bininis....
con o...

Voy a comer, comer, monzonos y bononos....
con u...

Voy a comer, comer, munzunos y bununos.

Lotería/Lo Tengo: This is Spanish Bingo and is included in this unit to be used with the alphabet. Simply ask students to fill in the squares randomly with one letter each. Call out letters one at a time in Spanish. Students should make a small mark on their papers to indicate that a letter they have written was called. Students try to get four letters in a row. If there is time to play more than one round. Have the students make a different mark or use a different color pen/marker for future rounds. It is extra exciting if you have stickers for students who get a "Lo Tengo."

Hombre Invisible (non-mortal variant of Hangman): Best played after students have acquired some vocabulary. Students can play as a class, in partners, or in small groups. If playing as a class, the teacher chooses a word (or, when advanced, phrase) and puts the same number of blanks on the board as the word has letters and also draws a person. (The level of complexity of the person depends on how "generous" the teacher wants to be—it may be a stick person, or it may have a full ensemble and accessories.) Students begin to guess letters in Spanish. If they guess a letter correctly, the teacher writes it in the blank. If they guess incorrectly, the teacher writes the incorrect guess off to the side and erases one part of the person. Students have to guess the phrase correctly before the figure disappears.

Palabra Secreta: This is a quick time-filler for practice with Spanish letters. Simply put a jumble of letters together on the board and have students copy them down. The letters should include a Spanish

vocabulary word along with some extra letters. One at a time you will read off letters that the students can cross out. Eventually, they will be left with a Spanish word. For an extra challenge, have the letters in the Palabra Secreta out of order! EXAMPLE: fantoipmbjurle = fantoipmbjurle Once students are familiar with the game, you may have them make up their own versions and challenge a partner.

Letter Race: This activity is wonderfully appropriate for the early stages of letter practice and review, though it can work any time. The teacher hands out small white boards or blank pieces of paper to each student, and then dictates a letter or series of letters (depending on the intended level of challenge) to the students. After the students write the letters they will raise their board/paper and display their work to the teacher. This will allow the teacher to instantly assess students and see how they are progressing.

You could also do this activity as a race: Divide the class into groups of four and have students sit next to or behind each other. Hand one piece of paper/white board to the first person in each group, then dictate four letters in Spanish to the class. The first person writes the first letter, then passes the board to the next person to write the next letter, and so on until all four letters have been written. The first group done gets a point, and you can award a prize to the team that earns the most points.

Teacher Tip: Class white boards are a great resource that you can use over and over again. To outfit your class with a set while on a budget, visit a hardware or home supply store and ask for "showerboard." They can cut it into squares for you there, and you will be set up for around \$20. The Dollar Store is also a great resource for inexpensive white boards.

Notes and Ideas for teaching stressed syllables and accents:

Explain to the students that accent marks (´) or a tilde (~) are important to indicate the correct spelling and pronunciation of words. If an accent mark is removed it can change the meaning of a word. For example: papá means dad, but papa means potato. Here are some other examples:

sí = yes	cómo = how	él = he	qué = what	tú = you
si = if	como = like (as in the comparison word)	el = the	que = that, than	tu = your

Practice this concept by writing some of the example sentences below on the board and call on students to circle the correct version to complete the right meaning of the sentence.

1. Me gusta comer (to eat) las papas/ los papás.
2. Las papas/ los papás de Dani y Beto son (they are) amigos.
3. Si/ sí tú vas (you go) al parque, yo voy (I go) también (too, as well).
4. Si/sí, tú tienes razón (you are right).
5. ¿Que/ qué usas tú (you wear) para la fiesta?
6. Me gustan las uvas más (more) que/ qué las bananas.
7. ¿Como/ cómo está tu hermana (sister)?
8. Tu pelo es amarillo como/ cómo el sol.

9. El/ él es inteligente.
10. El/ él pastel está delicioso.
11. Tu/ tú vestido (*dress*) es morado y elegante.
12. Tu/ tú estás cansado (*tired*).

Gramáquinas: Practice when to stress syllables. Start by saying the words together, separating syllables. Next have all students rise on their toes, jump, clap, speak in squeaky voices, or any combination whenever they hear a syllable that should be stressed. As a follow up, create "Gramáquinas" (gramática + máquina—you can use this for various practice items once students learn how it works!) out of students for additional practice. Choose words of a certain number of syllables (2, 3, 4, 5, etc.) and have students get into groups of that size.

Each group is a *Gramáquina*. Give students a challenge word by writing it on the board or flashing an oversized flashcard. As soon as the group has decided how it should be pronounced, they can "buzz in" to answer your challenge. The *Gramáquina* will form a line and go down the line, each student pronouncing one syllable of the given word. The student with the stressed syllable should stand on their toes/clap/use the symbol you had been using with the students.

For example, if you give them a word like *computadora*, the *Gramáquina* should break it down as follows: "com-poo-ta-DOH (complete with hop/clap/cue of choice)-ra." If pronunciation and stress are correct, they earn a point. If not, another group gets the chance to answer.

Run the competition as a lightning round face off. Students have no time to discuss: one *gramáquina* is given a word and must go down the line pronouncing it without conferring. After five words, turn it over to the other groups to "steal" and spell any words they believe the group pronounced incorrectly. Proceed to the next group. You may want to give "stolen words" a higher point value to encourage students to focus when it's not their turn.

Variation: For an additional challenge, teams lose a point for wrong answers.

Additional games to practice spelling with classes of advanced students or heritage speakers:

Brilla (Spelling Game): (5-10 minutes) Materials: Current or review vocabulary words in teacher's hand for reference

Have all the students stand at their desk. Start by saying a vocabulary word in Spanish and having each student take turns saying one letter to spell the word in Spanish. When the word is complete, the next student in the row says, "brilla." Then, another word is given. If a student makes a mistake or doesn't know the letter, they must sit down, making this an elimination game. This would be a great game when there is only a few minutes left of class to ensure you are using all of your class time bell to bell.

Hangman: (5-15 minutes) Materials: board space, current vocabulary lists for all students

Choose a word from the current vocabulary list. Using the chalk/white board draw dashes for as many letters as there are in the word. For example, if the chosen word is "AZUL," draw 4 dashes on the board. Have students take turns choosing a letter from the alphabet in Spanish that they think may be in that

word. If a student picks a letter that IS in the chosen word, write the letter they chose on the dash marks in the correct location on the board. If a student chooses a letter that is NOT in the word, write that letter at the top of the board so that no one accidentally chooses that letter again. Also, begin to draw a stick man on the board, one part at a time for each letter that is NOT in the mystery word. For example, if a student chooses the letter "F," for the word, "AZUL," write "F" at the top of the board and begin a stick man by drawing a circle for his head. The goal of the class is to try to guess the word before the stick man is complete with a head, body, two legs and arms, and a face.

Have the student who figures out the word first come up and complete another round by choosing a new word from the vocabulary list. Move around the room so all students get a chance to pick a letter and participate.

This a great activity to incorporate at the end of class with just a few minutes left in order to not waste any class time.

Scattegories: (5-20 minutes) **Materials:** Copies of Scattegories Template for all students from Activity Book, vocabulary lists of various categories for student reference

Ask students to look in their binders for specific Student Resource Pages/Notes from previous and current units to use as a reference. Hand out the Scattegories template to all students. Have students write the 5 categories you'd like them to review in the top line of the template above the bold line. Then, give the students a letter of the alphabet for the first round. They should write that letter in the first open space under the word, "Letra" on the template. Alone or with a partner have the students come up with Spanish words for each of the listed categories that begin with the letter for that round. For example, the categories could be "La Ropa," "Verbos," "Los Deportes," "La Clase," and "La Comida." If the letter given was "B," students would need to race and come up with a word from each of those categories to write for that round. They can use their memory or their notes. Possible answers for that round may be, La Ropa- BUFANDA, Verbos- BAILAR, Los Deportes-BALONCESTO, La Clase- BOLIGRAFO, La Comida- BANANA."

Each round could be timed depending on the level of students. Students could also work together in pairs to speed up the process. After the time is up or most students are complete, go through each category with the whole class, asking for answers they wrote down. Students who wrote an answer that someone else also wrote down, receive ONE point for each entry. Students who wrote an answer that NO ONE else in the class wrote down, receive THREE points for each entry. Have students keep track of their own points on their papers. Move on to another letter and repeat the process for the time allotted. After students play this game once, have them save their game board in their binder. Any unused lines on the template can be a great filler at the end of future classes to fill the last few minutes before the bell.

Heritage speakers will likely not need to use any notes and can play this game at a faster and more competitive rate.

Assessments: There is a quiz included in this unit with an oral section where students write the letters the teacher says aloud.

El alfabeto: Student Resource Page

Nombre: _____

A	B (be grande)	C	(Ch)	D	E	F
G	H	I	J	K	L	(Ll)
M	N	Ñ	O	P	Q	R
Rr	S	T	U	V(ve chica)	W	X
Y	Z					

In 1994, the language academies of all Spanish countries voted to stop considering Ch and Ll as separate letters. However, if you look in old dictionaries, you will find that the Ll section comes after the L section and the Ch section comes after the C section.

The short form: Español comparado con el inglés

- B and V are pronounced identically in Spanish
- D isn't exactly the same as the English D—it's like a cross with the TH in "that"
- H is always silent
- J is an H sound
- Ll is a Y sound
- QU is always a K sound
- R doesn't sound like Rr if R is in the middle of the word—it's closer to an English D
- Z is pronounced as an S sound in most Spanish-speaking countries, but it is sometimes the th sound (in Spain, for example)

La canción

ah, be, ce, che, de, e, efe
 ge, hache, i, jota, ka
 ele...
 elle...
 eme, ene, eñe...io, pe!
 qu, ere, erre, ese, te
 u, ve, doble ve, equis
 i griega
 zeta
 Yo sé el alfabeto...iolé!

Pronunciation Tips: Student Resource Pages

Nombre: _____

Vowels in Spanish are always very crisp and clear—they only have one sound (unlike English). Correctly pronouncing your vowels will go a long way to making you sound like a native Spanish speaker. Also remember that there's no such thing as a "silent e" in Spanish.

	a	e	i	o	u
Sound in English	like "father"	shorter version of "late"	shorter version of "see"	shorter version of "no"	like "moo"
Example words in Spanish	<i>mamá</i>	<i>Beto</i>	<i>tipi, mi</i>	<i>Bola</i>	<i>Luca</i>

Knowing those rules, can you correctly pronounce these words and names that look the same or similar to words in English?

red redes Melinda profesor late dragón computadora Chile

Some consonants have pronunciations that are different from the English ones. Sometimes the pronunciation will also be a little different depending on which region or country you're in, but the pronunciations below are pretty standard. Try them out!

1. In most places, the double L, *Ll*, is pronounced like the English *y*.

llama llegar pasillo

2. The single L is pronounced like it is in English.

alma alas pelo

3. The *y* is pronounced mostly like it is in English—a "ya" sound at the beginning or middle of a word (yellow, Maya), and an "oy" sound after an o (like boy in English). At the end of a word in other situations, however, it is pronounced like "ee" (like it is in the English word "happy").

ya mayo soy muy

4. The "ph" combination (in English *photo* or *elephant*) is not used in Spanish. All "f" sounds are written with an f in Spanish.

foto elefante teléfono

5. The "h" in Spanish is silent. It is **never** pronounced.

*Hugo hotel hermano hijo
hospital búho hola huevos*

6. The "h" sound in Spanish comes from the letter j, and sometimes by **ge**, **gi**, or **x**.

ejercicio	José	jueves	trabajar	
Virginia	gigante	Gerardo	generoso	México

7. When "g" is in a **ga**, **go**, **gu**, **gue**, or **gui** combination, it is a hard **g** like in the English word "go."

garaje	organizado	guerra	Miguel
gordo	lago	Guillermo	guitarra

8. The ñ is a nasal sound, sort of a "ny" sound like in "canyon."

español	baño	señora	mañana
---------	------	--------	--------

9. The k sound can have several spellings. Before **e** or **i**, it's spelled with **qu**. Before the letters **a**, **o**, and **u**, it's spelled with a **c**. In some words borrowed from other languages, the k sound is actually spelled with a **K**.

café	aquí	que	comedor
kilómetro	quieto	calificar	cucurrú

10. Spelling tip: the only consonants that are ever doubled are **cc**, **ll**, **rr**. All three pairs sound differently doubled than they do singly.

lección	llama	perro
---------	-------	-------

11. Last words on pronunciation:

If there is no written accent mark, words that end in vowels (a, e, i, o, u) or in the consonants **n** or **s** are stressed on the second-to-last syllable.

arte = ARte	domingo = doMINgo	organizado = organiZAdo
-------------	-------------------	-------------------------

hablamos = haBLAmos	llegan = LLEgan	grandes = GRANdes
---------------------	-----------------	-------------------

If there is no written accent mark, words that end in consonants **other than n** or **s** are stressed on the last syllable.

Usted = usTED	practicar = practiCAR	hospital = hospiTAL
---------------	-----------------------	---------------------

director = direcTOR	placer = plaCER	professor = profeSOR
---------------------	-----------------	----------------------

¡OJO! There are many exceptions—this is when we use the acute accents! If a word breaks the stress rules, it will have a written accent mark.

Ejemplos: lápiz, sábado, Tomás, alacrán, televisión, mamá

Canciones: the Sounds of Spanish

Nombre: _____

Student resource page

Las Vocales (to the tune of BINGO)

Vocales hay en español
Y los sonidos son
AEIOU
AEIOU
AEIOU
Y yo así los digo.



La Mar:

La mar estaba serena,
Serena estaba la mar.
La mar estaba serena,
Serena estaba la mar.

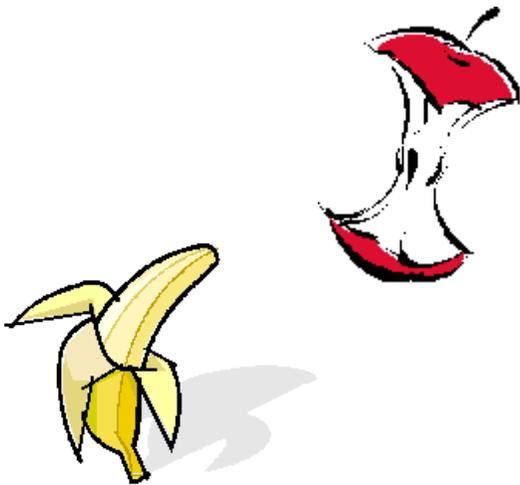
A) La mar astaba sarana,
Sarana astaba la mar.

E) Le mer estebe serene,
Serene estebe le mer.

I) Li mir istibi sirini,
Sirini istibi li mir.

O) Lo mor, ostobo sorono,
Sorono ostobo lo mor.

U) Lu mur, ustubu surunu,
Surunu ustubu lu mur.



Voy a Comer:

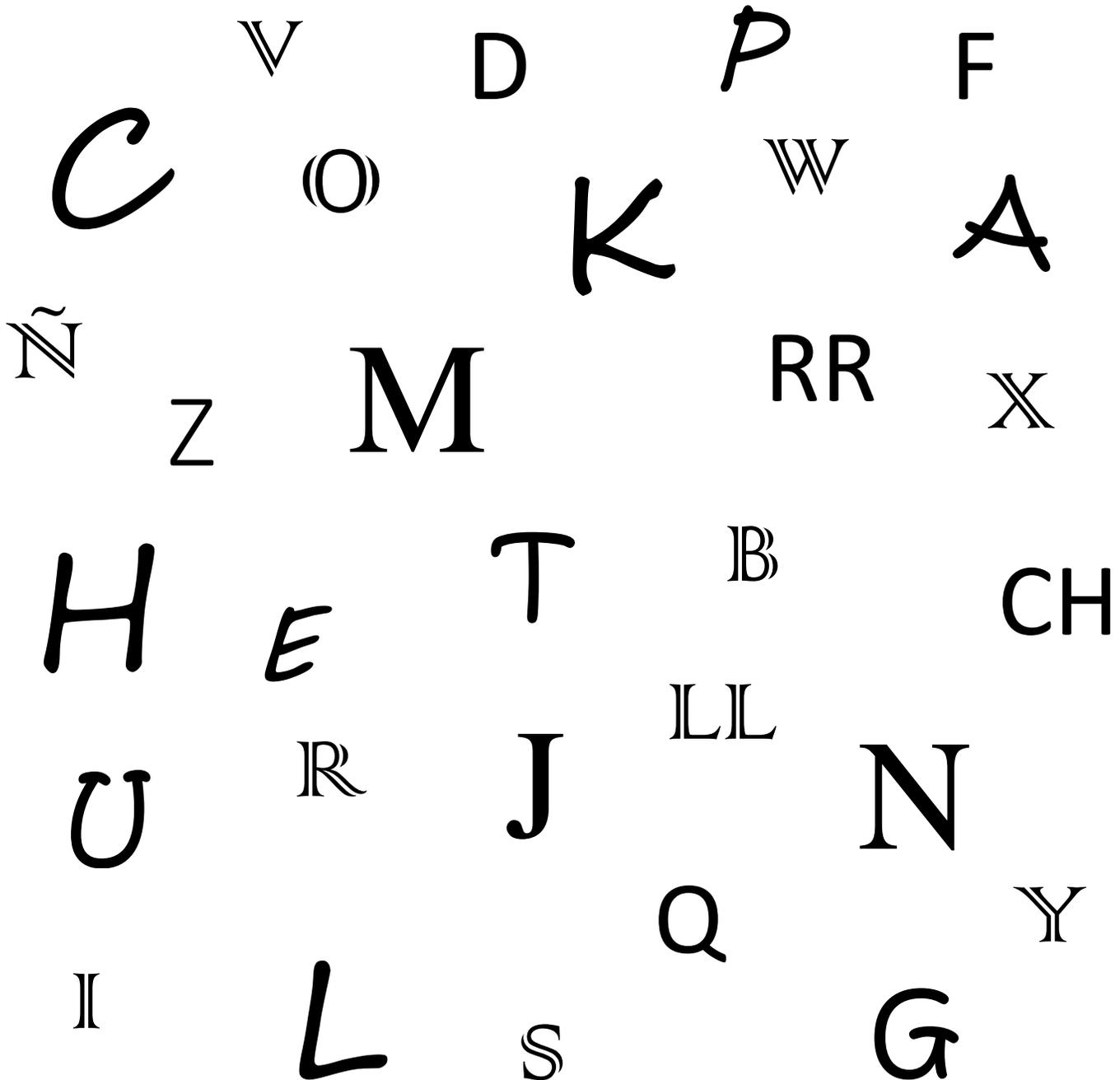
Voy a comer, comer, manzanas y bananas.
con e...
Voy a comer, comer, menzenes y benenes...
con i...
Voy a comer, comer, minzinis y bininis...
con o...
Voy a comer, comer, monzonos y bononos...
con u...
Voy a comer, comer, munzunos y bununos.

Nombre: _____

Listening Activity/Mata la Mosca

Option 1: Listen to your teacher call out one letter at a time. Circle or highlight the letters you hear.

Option 2: Work against a partner using two different colored highlighters. Listen to your teacher call out a letter and try to find and highlight that letter before your partner. Whoever has the most letters highlighted at the end of the game is the winner!



LO TENGO

TOTAL: _____/20

PORTCENTAJE: _____%

Nombre: _____

Prueba: El alfabeto

1. What letter in Spanish, other than the y, makes the "y" sound like in English "yellow?" _____
2. Name two letters in Spanish that sound alike. _____

Write the letter your teacher says in the space below.

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

19. *Sí or No:* Sometimes, the "e" in a Spanish word is silent. (Circle your answer.)
 20. *Sí or No:* The "h" in Spanish words is silent. (Circle your answer.)
-

Nombre: _____

TOTAL: _____/20

PORTCENTAJE: _____%

Prueba: El alfabeto

1. What letter in Spanish—other than the y—makes the "y" sound like in English "yellow?" _____
2. Name two letters in Spanish that sound alike. _____

Write the letter your teacher says in the space below.

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

19. *Sí or No:* Sometimes, the "e" in a Spanish word is silent. (Circle your answer.)
20. *Sí or No:* The "h" in Spanish words is silent. (Circle your answer.)

KEY for Prueba: el alfabeto

1. What letter in Spanish—other than the *y*—makes the “y” sound like in the English “yellow?” *Ll*
2. Name two letters in Spanish that sound alike. *S* and *Z* OR *B* and *V* (OR, possibly *Ll* and *Y*, *Rr* and *R*, *Y* and *I* in the terminal position)

ORAL SECTION: READ THE LETTERS TO THE STUDENTS.

3. *N* 4. *H* 5. *Q* 6. *A*

7. *Y* 8. *E* 9. *C* 10. *S*

11. *V* 12. *Ll* 13. *F* 14. *U*

15. *B* 16. *O* 17. *J* 18. *Rr*

19. *No*: Sometimes, the “e” in a Spanish word is silent. (Circle your answer.)

20. *Sí*: The “h” in Spanish words is silent. (Circle your answer.)

C. Los días de la semana

This lesson and complementary activities help students learn the days of the week as well as how to say what day it is. You may choose to begin every class by reinforcing some phrases such as the day and the weather with students either orally or with a front-of-the-room chart or space on the board. Every day, you will go to the chart and ask your class questions such as: "¿Qué día es hoy?" "¿Cuál es la fecha de hoy?" "¿Qué tiempo hace?" and more as you fill in the information together.

Prep: 15 minutes

Materials: Student Resource Pages, days of the week poster, one set of the days of the week on cardstock or large index cards, timer, any materials needed from reinforcement activities

Target Vocabulary and Concepts

lunes	Monday	domingo	Sunday
martes	Tuesday	la semana	the week
miércoles	Wednesday	hoy	today
jueves	Thursday	ayer	yesterday
viernes	Friday	mañana	tomorrow
sábado	Saturday	¿Qué día es hoy?	What day is today?

- all days use the masculine article, if an article is needed
- all days are written with lowercase letters in Spanish
- the week in Spanish begins on Monday, where English speakers typically consider Sunday to be the first day of the week

Procedure:

1. Go over the words and pronunciation with students using the student resource pages.
2. Then, teach them one of the two songs that follow. The first tune may be more familiar to your students, but the second one is snappier and incorporates more vocabulary:

To the tune of "Are You Sleeping, Brother John?":

lunes, martes
 lunes, martes
 miércoles
 miércoles
 jueves y viernes
 sábado, domingo
 Eso es. Eso es.

3. After students have become familiar with this version, you may want to teach them a "remix." Treat it as a rap/chant, and divide the class into two groups for a fun, interactive call-and-response approach. Lines should be alternated between the two groups, but all students should shout the last line together.

lunes, martes
lunes, martes
miércoles
miércoles
jueves y viernes
sábado, domingo
Eso es. Eso es.

4. Alternatively, this song is a great option. Sing it to the tune of *The Adam's Family* theme.

Una semana (snap, snap)
Una semana (snap, snap)
Una semana, una semana, una semana (snap, snap)
Hay lunes y el martes
miércoles y jueves
Hay viernes, sábado
Y hay el domingo.
Una semana (snap, snap)
Una semana (snap, snap)
Una semana, una semana, una semana (snap, snap)

5. Visit YouTube to find song videos for Days of the week in Spanish.
For example: Search "Días de la semana (days of the week in Spanish) by Joshua Hodge"
Or "Days of the week in Spanish by Basho & Friends"

6. Here is another alternative song choice for Days of the week.
The Days of the Week Song - Sing to the tune of *Oh, My Darlin' Clementine*
Domingo, lunes
Martes, miércoles,
Jueves, viernes, sábado
Domingo, lunes
Martes, miércoles,
Jueves, viernes, sábado
(It goes against the culture - but lyrically it doesn't work to begin with "lunes")

7. Create one set of large flashcards of each of the days of the week using large index cards or cardstock. Count the first seven students to come to the front of the room. Have those students face the wall and put their hands behind their backs. Hand each student one of the days of the week. Set a timer and see how long it takes them to unscramble the words and move their bodies to be in the correct order. Count off the next seven students and repeat the process seeing which set of students has the fastest score.

Suggested Tarea: Several practice sheets are included in this lesson

Reinforcement Activities:

Dice Toss: Put students in small groups of 3-4 and give each group the die template (included) you have printed on cardstock or other heavy paper (you may even make a few stencil templates and have kids trace around them to make dice out of old cereal boxes). Students will make two dice for their group and write the names of the days of the week in English on one and on the other die, they will write the numerals 1-6. Because the dice only have six sides, one day will be left off, which is fine. Then, you may declare the games open. In their groups, students take turns rolling the dice as one person keeps score while also playing. On his/her turn, a student should successfully translate the day of the week showing on the "day" die into Spanish in fewer than five seconds to get the number of points showing on the numbered die, making this game part luck and part skill!

Whether the student gets the answer right or wrong, the dice go to the next person in the group after one roll. Finally, you may choose to award a small prize such as a sticker to the winner in each group, as well as to the group which had the largest overall total.

Daily check-in: You may choose to reinforce small things like the days of the week during some of the "procedural" moments of class. For example, you may require each student to answer a question for you before s/he can line up to leave, such as "*Qué día es hoy?*"

Scrambled Days! Make various sets of note cards with the days of the week so that you have enough to divide your class in several groups of 3-4 students. Make sure they are well-scrambled before giving them to students. Have them get on their marks...get set...and go! Start the clock; whichever group has the days of the week unscrambled and in order the quickest wins a point. Play several rounds.

Chair Chaos (a "cooler" version of musical chairs for the middle school set):

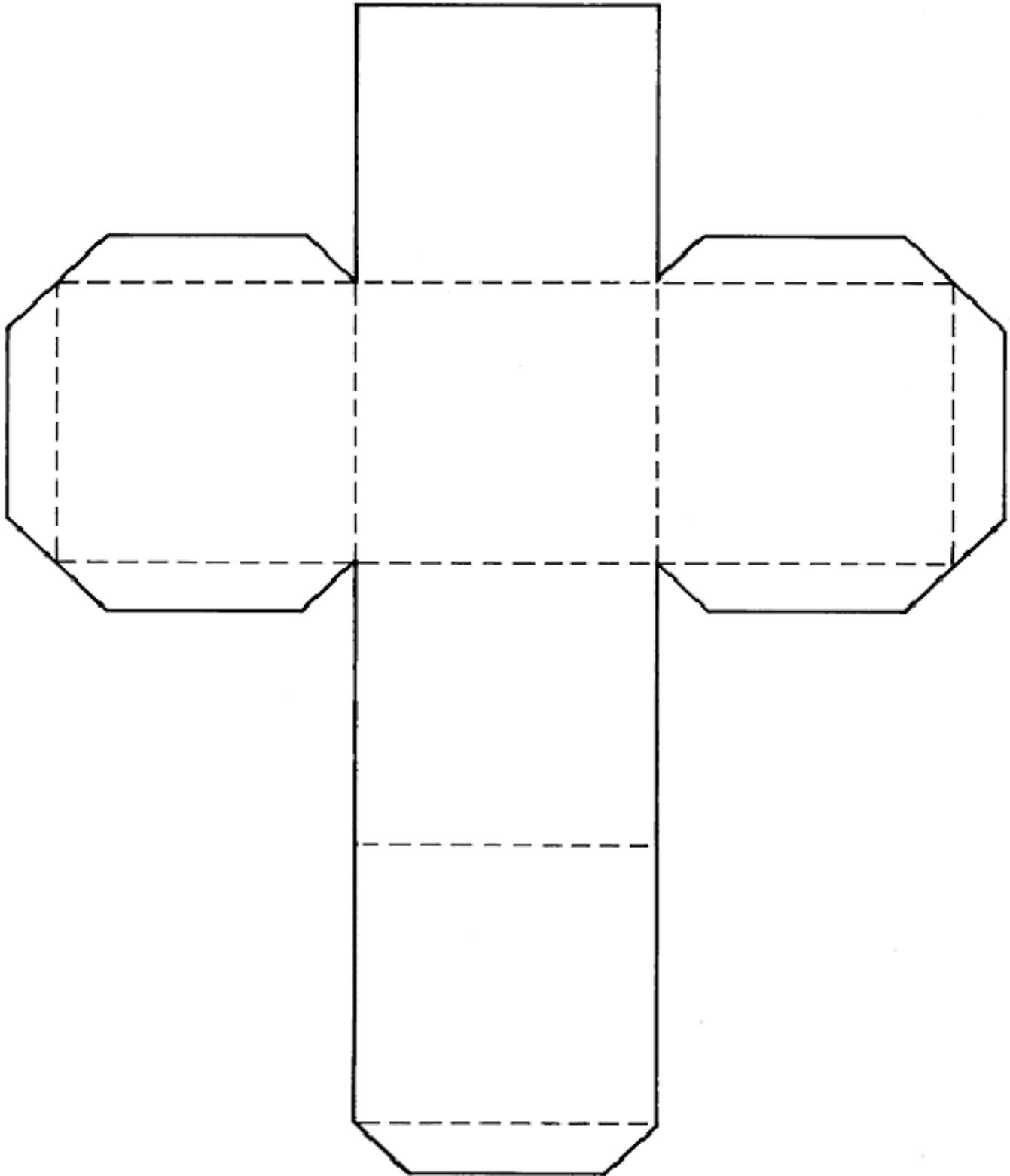
Do not attempt this game if you have a large class (more than 15 students) or if your classroom has desks with attached chairs, as the risk of injury and general disaster increases exponentially. However, if you have both the class and the furniture for it, it can be great fun. Put chairs in a circle, one fewer than the number of students in your class. Have the students walk around the chairs, everyone singing the *Adam's Family* days of the week song from this lesson. Without warning, the teacher stops singing, and everyone must find a chair. Whoever doesn't have a seat is out. Keep doing this until only one student is left.

(Remember to pull away a chair each time a student is eliminated.) **IOJO!**: Set some ground rules to maximize learning benefit and to ensure safety, such as "Anyone not singing along is automatically out." and "Anyone not helping everyone be safe during this game is automatically out."

Extension/Assessment Opportunities: Three practice sheets that can be used as homework are included with the materials for this unit, including flashcards.

A short quiz is included with the materials for this section.

Die Template



Listen to your *maestro/a* and fill in the meanings of the words and phrases below.
Then, answer the questions below.

lunes		domingo	
martes		la semana	
miércoles		hoy	
jueves		ayer	
viernes		mañana	
sábado		¿Qué día es hoy?	

- ❖ What gender are the days of the week? Masculine or feminine? _____.
- ❖ What grammar rule is different when you write the Spanish days of the week rather than the English days of the week?

- ❖ **Nota Cultural:**
What's the first day of the week according to Spanish calendars? _____.
- What is it according to English calendars? _____.

PISTA (tip!): Need help remembering the days of the week in Spanish? Sing this song to the tune of "Are You Sleeping, Brother John?", or try it as a chant.

lunes, martes
 lunes, martes
 miércoles
 miércoles
 jueves y viernes
 sábado, domingo
 Eso es. Eso es.

Not your type? Try the one on the reverse of this page, to the tune of *The Adam's Family* theme song.

Los días de la semana: Student Resource Page, ct'd

Una semana (snap, snap)

Una semana (snap, snap)

Una semana, una semana, una semana (snap, snap)

Hay lunes y el martes

miércoles y jueves

Hay viernes, sábado

Y hay el domingo.

Una semana (snap, snap)

Una semana (snap, snap)

Una semana, una semana, una semana (snap, snap)

Práctica I: Flashcards- cut apart cards and write the Spanish meanings on the backside with perfect spelling.

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	today
tomorrow	yesterday	What day is it today?	the week

Práctica II: Los días de la semana

Nombre: _____

Part I: Write the day the FOLLOWS in español.

(Ejemplo: viernes → sábado)

- | | |
|--------------------|-----------------|
| 1. martes _____ | 4. lunes _____ |
| 2. domingo _____ | 5. sábado _____ |
| 3. miércoles _____ | 6. jueves _____ |

Part III: Write the days of the week as it is true for today, tomorrow and yesterday.

1. Hoy _____
2. Mañana _____
3. Ayer _____

Part III: Answer the question according to the day in parenthesis.

Ejemplo: ¿Qué día es hoy? (Monday) → Hoy es lunes.

1. ¿Qué día es hoy? (Friday) _____
2. ¿Qué día es hoy? (Sunday) _____
3. ¿Qué día es hoy? (Monday) _____
4. ¿Qué día es hoy? (Wednesday) _____
5. ¿Qué día es hoy? (Tuesday) _____
6. ¿Qué día es hoy? (Thursday) _____
7. ¿Qué día es hoy? (Saturday) _____

Nombre: _____

Práctica III: los días de la semana

Out of three days (yesterday, today, and tomorrow), one day is given to you in each row of the chart below. Based on that, you have to figure out what the other two days are in Spanish. The first row has been done for you. **Pay attention to accents and spelling.**

<u>ayer</u>	<u>hoy</u>	<u>mañana</u>
sábado	domingo	lunes
martes	1.	2.
3.	4.	sábado
5.	6.	miércoles
7.	lunes	8.
viernes	9.	10.

Nombre: _____

Práctica III: los días de la semana

Out of three days (yesterday, today, and tomorrow), one day is given to you in each row of the chart below. Based on that, you have to figure out what the other two days are in Spanish. The first row has been done for you. **Pay attention to accents and spelling.**

<u>ayer</u>	<u>hoy</u>	<u>mañana</u>
sábado	domingo	lunes
martes	1.	2.
3.	4.	sábado
5.	6.	miércoles
7.	lunes	8.
viernes	9.	10.

Actividad: Mi Calendario

Nombre: _____

Step 1: Write the days of the week in Spanish in the top section of the calendar chart. The first day is done for you.

Step 2: Fill in the calendar numbers for this month. Make sure the number "1" aligns with the correct day of the week for this month.

Step 3: Write in **at least 7 activities or events** you have this month. Try your best to write these in Spanish. Use the Spanish/English dictionary for help! You may include school activities, sports or lessons, family commitments, etc.

lunes						

TOTAL: ____/10 puntos
 PORCENTAJE: ____ %

Nombre: _____

Prueba: los días de la semana

If today is Monday, yesterday was Sunday and tomorrow will be Tuesday. Out of three days (yesterday, today, and tomorrow), one day is given to you in each row of the chart below. Based on that, you have to figure out what the other two days are in Spanish. The first row has been done for you. **Pay attention to accents and spelling!**

<u>ayer</u>	<u>hoy</u>	<u>mañana</u>
sábado	domingo	lunes
lunes	1.	2.
3.	4.	martes
5.	miércoles	6.
7.	8.	sábado
viernes	9.	10.

❖ Extra Credit! (one point total): What's the first day of the week according to Spanish calendars? _____ . What is it according to English calendars? _____ .

TOTAL: ____/10 puntos
 PORCENTAJE: ____ %

Nombre: _____

Prueba: los días de la semana

If today is Monday, yesterday was Sunday and tomorrow will be Tuesday. Out of three days (yesterday, today, and tomorrow), one day is given to you in each row of the chart below. Based on that, you have to figure out what the other two days are in Spanish! The first row has been done for you. **Pay attention to accents and spelling!**

<u>ayer</u>	<u>hoy</u>	<u>mañana</u>
sábado	domingo	lunes
lunes	1.	2.
3.	4.	martes
5.	miércoles	6.
7.	8.	sábado
viernes	9.	10.

❖ Extra Credit! (one point total): What's the first day of the week according to Spanish calendars? _____ . What is it according to English calendars? _____ .

TOTAL: ____/10 puntos

PORCENTAJE: ____ %

Nombre: _____

KEY for Prueba: los días de la semana

If today is Monday, yesterday was Sunday and tomorrow will be Tuesday. Out of three days (yesterday, today, and tomorrow), one day is given to you in each row of the chart below. Based on that, you have to figure out what the other two days are in Spanish! The first row has been done for you. **Pay attention to accents and spelling!**

<u>ayer</u>	<u>hoy</u>	<u>mañana</u>
sábado	domingo	lunes
lunes	1. martes	2. miércoles
3. domingo	4. lunes	martes
5. martes	miércoles	6. jueves
7. jueves	8. viernes	sábado
viernes	9. sábado	10. domingo

- ❖ Extra Credit! (one point total): What's the first day of the week according to Spanish calendars? lunes. What is it according to English calendars? Sunday

D. Learning the Subject Pronouns

This lesson teaches students the 10 subject pronouns. It is essential for comprehension and any future verb conjugation that students are confident with the subject pronouns and know them all extremely well.

Prep Time: 20-30 minutes to copy and create items listed in Materials.

Materials: Memory card sets using Práctica I (see procedure for details); Pronoun chart on poster board or on the chalkboard like the one below (be sure to remove the chart before any assessments).

Target Vocabulary:

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
yo	I	nosotros/as	We
tú	you (informal)	vosotros/as (in Spain)	you all (informal)
él	he	ellos	they (all males or males and females together)
ella	she	ellas	they (all females)
usted	you (formal)	ustedes	you all (formal)

Procedure:

1. Introduce the pronouns by stating a sentence in English similar to the following and asking students to listen for something strange:
"Anita went to school, and then Anita took the bus. Anita did her homework and Anita ate dinner at 5:00. Later, Anita went to soccer practice and Anita came home and read her book. Anita went to sleep at 10:00 because Anita was very tired."
2. Steer students toward the use of pronouns. If necessary, review the definition of a pronoun: a word that takes the place of a noun. Explain that they will be learning the subject pronouns in Spanish. They will also learn the importance of using pronouns and how using them correctly makes one sound more fluent in the language.
3. Distribute the Student Resource Page- Subject Pronouns to all students.
4. Introduce the Singular side only of the Pronoun Chart (either on the board or with a poster) by covering the Plural side with paper or folding it over. Have the students write in the pronouns on their Student Resource Page as you introduce each.
5. Discuss the difference between the "tú" and the "usted" forms and when each is used. Tú and usted both mean you. "Tú" is typically used for kids, family, and friends. "Usted" is used to show respect

or in more formal relationships, like those you have with teachers, elderly people, and adults you don't know too well.

6. Discuss how "Yo," the word for "I," is only capitalized at the beginning of a sentence.
7. Uncover the Plural side of the chart and introduce each of the pronouns on that side of the chart. Have students continue to copy them onto the Student Resource Page.
8. Explain the use of the *vosotros* form and how it is only used in Spain. Everywhere else, the *ustedes* form is used for formal or informal "you all."
9. Also discuss how *Ellos* could include all *males* or a mixture of *males* and *females*. And how *Ellas* only includes all *females*.
10. After all pronouns are revealed, have the students repeat each one after you as you point to them on the chart. Try chanting them out and using songs on YouTube. Search, "Spanish Pronoun Songs" and preview any videos/songs you plan to use before class.
11. Explain to the class that these 10 pronouns are needed for all future Spanish lessons and advancement and will make their lives much easier the faster they learn them.
12. **Memory/Caramba:** Make copies of the pronoun flashcards on colored paper and put two copies of cards together to create sets. Cut them apart and make enough sets to have 2-3 students in a group. Use these doubled sets to play Memory as well as Caramba (add in Caramba cards) for class review and activities. See the Activity Book for game details.
13. Use the homework assignments and quiz included in this lesson.
14. The Gusano game is included in this unit. See the detailed game directions in the Activity Book if needed.

Ideas for teaching and reviewing subject pronouns:

Flashcards/Sticky Notes: Review the singular subject pronouns by holding up flashcards or using a poster. You can also use pictures of famous people or popular characters from a movie or a TV show the kids would enjoy. The images would match the subject pronoun in Spanish. For example, a picture of a popular actress could represent "ella." To review the concept further, give each student sticky notes with the Spanish pronouns on them. Have them stick the cards to the appropriate people in class. For example, everyone sticks a "yo" to themselves, "ella" on a girl, and "usted" on the teacher.

Huevos Revueltos: Give each student a card with a subject pronoun. Half of the cards will be in English and half will be in Spanish. Please note there will be repeats. Put music on and have the students start moving around the room. When you stop the music, say "¡Basta!" The students must race to find a partner that has the matching translation of what they have. For example: Yo & I. Go around the room and have the partners say their matching words to the class. Have them mix their cards up again so that everyone has new cards and continue playing.

Create a Hand visual: Have students trace their right hand on construction paper. Write the subject pronouns at the top of each finger where the fingernail would be in Spanish. Three of the subject pronouns relate perfectly with the imagery of the hand. The thumb stand for "yo" because you use your thumb to point back to yourself. The index finder is "tú" because you can use your index finger to point to someone you are talking to. And lastly the ring finger stands for "nosotros" because you wear a ring to

symbolize a relationship with someone else. Add "él, ella, usted" to the middle finger (no relation to this one) and "ellos, ellas, ustedes" on the pinky. Later you can add a verb you are studying to write in the palm and include conjugations on the fingers.

Sing Songs to practice:

Visit YouTube to find song/videos with the pronouns. Search, "Spanish Pronoun Songs," or try, "Los Pronombres Personales by Jessie Feliz."

Other song options:

Pronouns song (Sing to the tune of "Do a deer")

Yo means I and tú means you
Él and ella he and she
Usted means you more formally
Nosotros means the subjects we
Vosotros is used in Spain always
Ellos, ellas both mean they
And those are the pronouns in Spanish, ole!

El RAP de los pronombres de sujeto

Sometimes they're used,
But often they're not.
They're the SUBJECT PRONOUNS...
Know them on the spot!
Yo means I
And tú means you.
Él and ella he and she
Usted is you, more formally
Nosotros means the subject's we.
Vosotros is "you all" in Spain, always.
Ellos and ellas both mean they.
Ustedes is "you all" the Latino way.
Now the pronouns you can say. ¡Ole!

Student Resource Page: Subject Pronouns

Nombre: _____

Listen to your teacher and fill in the chart below:

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
yo		nosotros/as	
tú		vosotros/as (in Spain)	
él		ellos	
ella		ellas	
usted		ustedes	

- ❖ When is "Yo," the word for "I," capitalized? _____
- ❖ Tú and usted both mean _____. "Tú" is typically used for kids, family, and friends. "Usted" is used to show respect or in more formal relationships, like those you have with teachers, elderly people, and adults you don't know too well.
- ❖ The *vosotros* form is only used in _____. Everywhere else, the _____ form is used for formal or informal "you all."
- ❖ Ellos could include all _____ or a mixture of _____ and _____.
- ❖ Ellas only includes all _____.

Práctica I: Subject Pronouns

Directions- Flashcards: Cut apart the squares and write the English meaning on the back of the cards. Make sure you include words like, "formal" and "informal" where needed.

Practice your cards at least three times per day until the quiz.

yo

tú

él

ella

usted

nosotros

vosotros

ellos

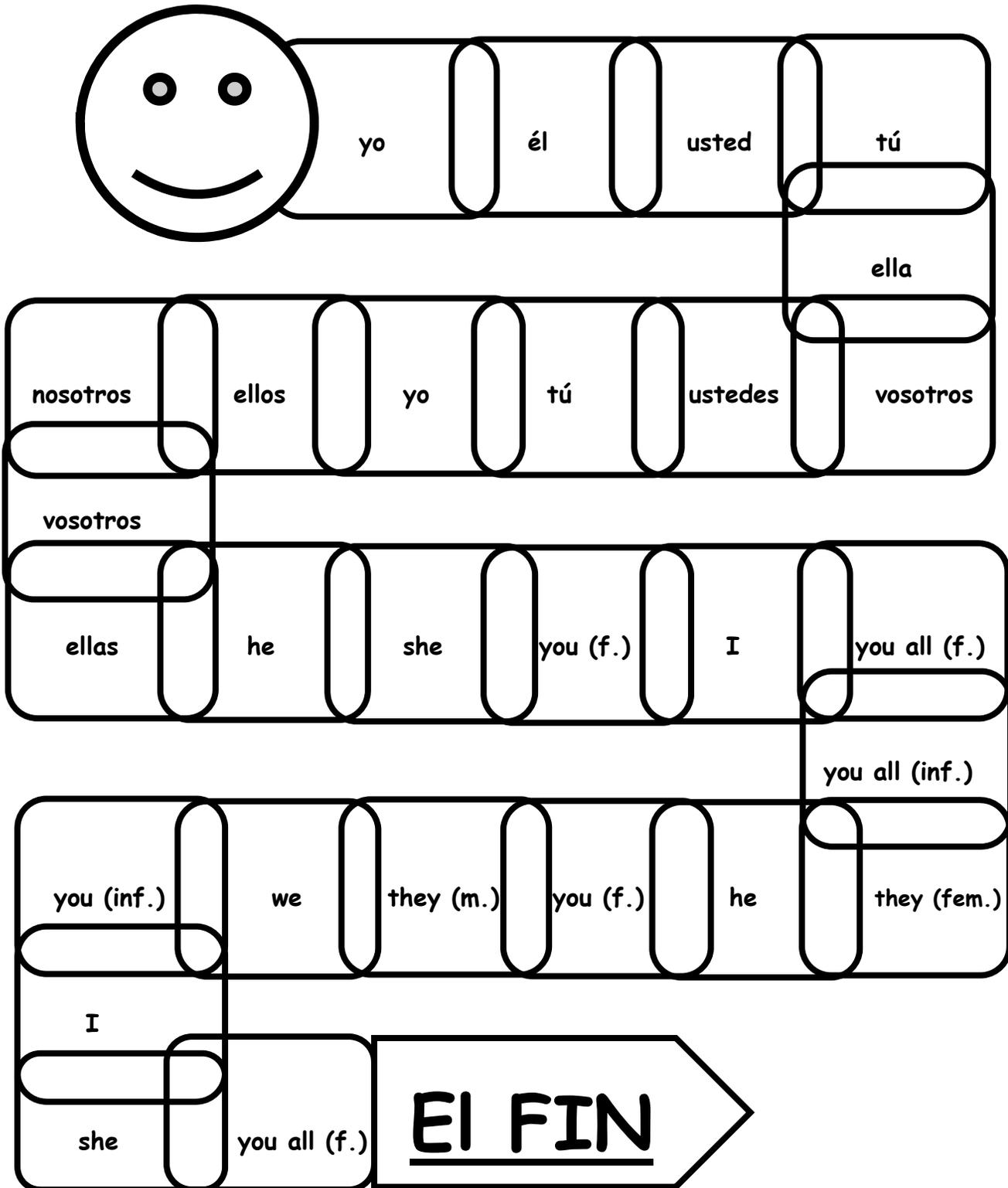
ellas

ustedes

What's the difference between the "tu" form and the "usted" form?

GUSANO: Los Pronombres

Materials: Groups of 3-4 students, one game board copy, one die, and place markers for each student.
*Note: (f.) = formal, (inf.) = informal, (m.) = male, (fem.)= female



Práctica II: Los Pronombres

Nombre: _____

Part I: Fill in the chart below. Include "formal" and "informal" where needed.

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
yo		nosotros/as	
tú		vosotros/as (in Spain)	
él		ellos	
ella		ellas	
usted		ustedes	

Part II: Think about which pronoun would best replace the person/people listed below. Write it on the line in Spanish.

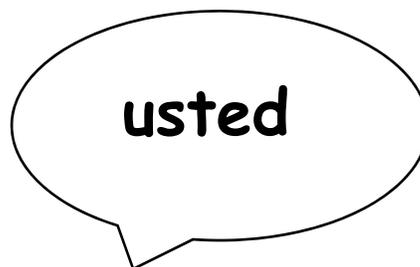
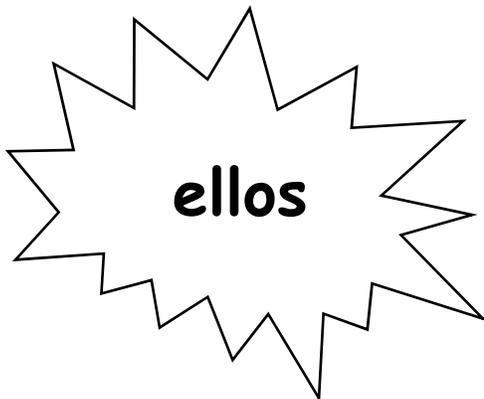
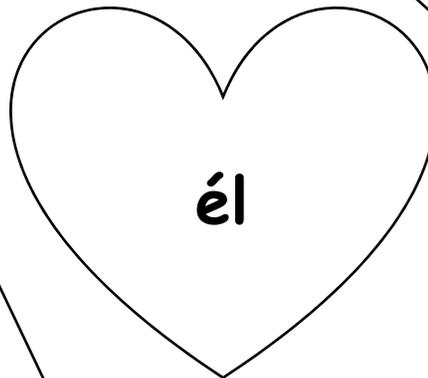
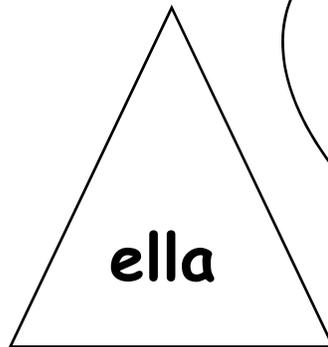
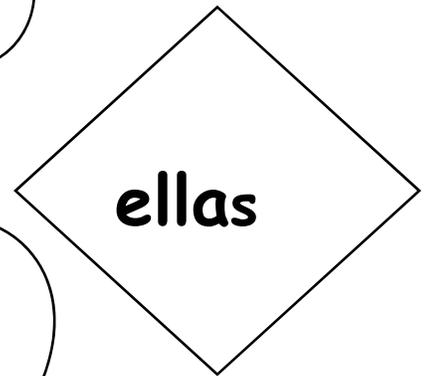
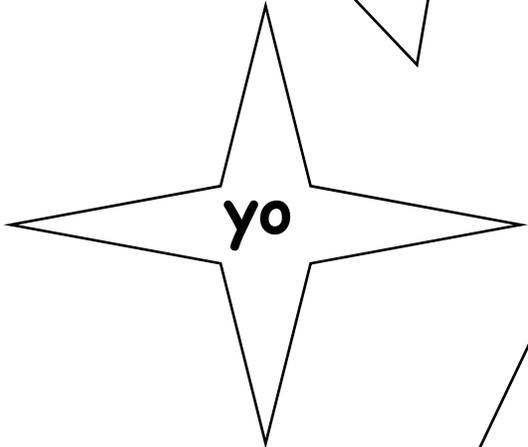
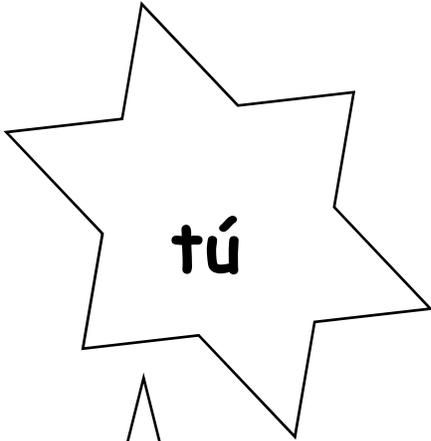
- Anita → _____
- Carlos y Paco → _____
- Isabela y yo → _____
- Lola y Ana → _____
- Las maestras → _____

Part III: Pretend you are talking to the following people. Which pronoun would you use to address them? Use the word bank to help!

- Tu amigo → _____
- Los profesores → _____
- Los niños → _____
- La Señora Verde → _____

vosotros	ustedes
usted	tú

Partner Activity: Mata la Mosca



Práctica III: Los Pronombres

Nombre: _____

Part I: Fill in the chart below.

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
	I		we
	you (informal)		you all (informal)
	he		they (all males or mix)
	she		they (all females)
	you (formal)		you all (formal)

Part II: Think about which pronoun would best replace the person/people listed below. Write it on the line in Spanish.

- Ana y Pepe → _____
- Carlos → _____
- Isabela → _____
- Las chicas → _____
- Sandra y yo → _____

Part III: Pretend you are talking to the following people. Which pronoun would you use to address them? Use the word bank to help!

vosotros	ustedes
usted	tú

- Los chicos → _____
- Tu mamá → _____
- La maestra → _____
- El Señor Verde y El Señor Mariano → _____

Nombre: _____

Prueba- Los Pronombres Personales

Part I: Write in the Spanish pronouns in the chart below with perfect spelling. (10)

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
1.	I	6.	we
2.	you (informal)	7.	you all (informal)
3.	he	8.	they (all males or mix)
4.	she	9.	they (all females)
5.	you (formal)	10.	you all (formal)

Part II: Write the Spanish pronoun that would best replace the person/people listed below. (5)

- Ana y Isabela → _____
- Carlos y yo → _____
- Juan → _____
- Paco y Sara → _____
- Sandra → _____

 Part III: Pretend you are talking to the following people. Which pronoun would you use to address them?
 Use the word bank to help! (4)

- Las niñas → _____
- La Señorita Blanca y El Señor Mario → _____
- Tu papá → _____
- El Profesor Martinez → _____

vosotras	ustedes
usted	tú

How is class going for you so far? What's your favorite activity that we do in class?

Nombre: _____ **KEY**
Prueba- Los Pronombres Personales

Part I: Write in the Spanish pronouns in the chart below with perfect spelling. (10)

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
1. yo	I	6. nosotros	we
2. tú	you (informal)	7. vosotros	you all (informal)
3. él	he	8. ellos	they (all males or mix)
4. ella	she	9. ellas	they (all females)
5. usted	you (formal)	10. ustedes	you all (formal)

Part II: Write the Spanish pronoun that would best replace the person/people listed below. (5)

- Ana y Isabela → ellas
- Carlos y yo → nosotros
- Juan → él
- Paco y Sara → ellos
- Sandra → ella

 Part III: Pretend you are talking to the following people. Which pronoun would you use to address them?
 Use the word bank to help! (4)

- Las niñas → vosotras
- La Señorita Blanca y El Señor Mario → ustedes
- Tu papá → tú
- El Profesor Martinez → usted



vosotras	ustedes
usted	tú

How is class going for you so far? What's your favorite activity that we do in class?

E. Central America/Caribbean I: Geography and Nationalities

This lesson gives students an overview of the geographic locations of Central America, and exposes them to the singular forms of the verb *ser*. Students will be able to relate their location to the location of the target countries. Students will be able to ask and answer questions about where someone is and where someone is from. They will learn vocabulary for expressing nationality. The follow-up lesson, Central American/Caribbean II: SER in the Singular, reinforces these skills and also gives students practice with SER and a review of personal pronouns.

Prep: 20 minutes (Make necessary copies and cut maps apart into puzzles. See "Materials" for more information.)

Materials: Copies of Central American maps cut apart as puzzles (enough for students to do in pairs or small groups—works better on cardstock instead of regular paper), construction paper to glue reconstructed maps, glue or tape, map visual aid (using an enlarged chart or Smart Board) copies of homework assignments, copies of Student Resource Pages

Target Vocabulary

¿Dónde está _____?	Where is _____?	Belice beliceño/a	Belize Belizean
¿De dónde eres (tú)?	Where are you (inf) from?	los Estados Unidos (E.E.U.U.) estadounidense OR americano/a	United States (USA) American
¿De dónde es usted?	Where are you (f) from?	Costa Rica costarricense/a	Costa Rica Costa Rican
¿De dónde es él/ella?	Where is he/she from?	Puerto Rico puertorriqueño/a	Puerto Rico Puerto Rican
(Yo) soy de _____.	I am from _____.	Guatemala guatemalteco/a	Guatemala Guatemalan
(Yo) soy _____.	I am (nationality).	Nicaragua nicaragüense	Nicaragua Nicaraguan
México mexicano/a	Mexico Mexican	Cuba cubano/a	Cuba Cuban
Panamá panameño/a	Panama Panamanian	El Salvador salvadoreño/a	El Salvador Salvadorean
Honduras hondureño/a	Honduras Honduran	la República Dominicana dominicano/a	Dominican Republic Dominican

Procedure:

1. Start your class with a quick "Do Now" activity by having it ready on the board before the students arrive to class. This can be a simple question such as "How many countries speak Spanish in the world? Write a list of them." The purpose of a Do Now activity is to get the students working and thinking about the Spanish lesson as soon as they walk into the classroom. Point to the activity and encourage students to start brainstorming right away.
2. After a few minutes, review answers together as a class. Continue the discussion of where Spanish is spoken, providing any recent facts or statistics to show them how large the Spanish speaking population is in the U.S. and in the world. This can be a great way to reinforce the reason they are learning the language and why it will be helpful in their futures. Note: Even if you are unable to have the activity on the board for the Do Now setting, you can ask the question at the start of class as a way to introduce the lesson.
3. Use a map to ask individual students, "*¿Dónde está la escuela (name of the school)?*" "*¿Dónde está [Washington D.C., New York, California, etc.]?*" until students can point to the general area where each place is located.
4. Explain that in addition to Mexico and Spain, Spanish is widely spoken in the U.S., Central America and the Caribbean, and in most of South America. Let them know that this unit focuses on Central America and the Caribbean.
5. Introduce and practice vocabulary with the Student Resource Page, using the class map to indicate the location of each country as it is named.
6. Give students the Central American map puzzles from the included Partner Activity and have them work in pairs or small groups to put the map back together.
7. Once the maps are together, have students tape or glue the finished map onto a piece of construction paper and label each country together.
8. **As you check their work and name each country, please emphasize that Belize is unique: Spanish and Mayan languages are spoken there, but the official language is English (after ownership disputes between England and Spain, it became a British colony in 1854).**
9. Help them memorize the order of countries in Central America and the Caribbean with the Student Resource Pages- Geography/silly clues as well as with the following chant:

América Central

¡Buenos días a Belice!

Going to Guatemala!

¡Saludos a El Salvador!

¡Viva, viva, viva Honduras!

¡Viva, viva, viva Nicaragua!

¡Viva, viva, viva Costa Rica!

¡Viva, viva, viva Panamá!

Build enthusiasm throughout the chant and end with the students cheering loudly. After students have gotten very familiar with this chant, you may even choose to divide the class and into a round-robin with the *¡Viva!* section. End by giving students their individual practice map, *Práctica I*, for homework.

10. In future classes when you get to *Práctica III: Flashcards*- Print the flashcards on darker colored paper. Students should use their Student Resource Page for spelling. Completed flashcards can be used to play the in class game, *Tómalo*. Also, double the flashcard page to create other games such as *Caramba* and *Memory*.

Suggested Tarea: There are four practice sheets included in this unit. Remind students to practice their flashcards each day until the quiz to help reinforce the vocabulary.

Extensions/Assessment Opportunities:

As a possible extension, encourage students to choose a country of origin for themselves. Assign in or out-of-class research including choosing a city of origin, finding info about a typical dish or holiday, etc., to share with the class.

For heritage speakers and classes that meet frequently, consider also testing on the capitals of Central America and the Caribbean. You may re-use *Práctica II* and score as a quiz.

¿De dónde eres?: Student Resource Page I

Nombre: _____

Listen to your *maestro/a* and fill in the English equivalent of each vocabulary word below.

¿Dónde está _____?		Belice beliceño/a	
¿De dónde eres (tú)?		los Estados Unidos (E.E.U.U.) estadounidense OR americano/a	
¿De dónde es usted?		Costa Rica costarricense/a	
¿De dónde es él/ella?		Puerto Rico puertorriqueño/a	
(Yo) soy de _____.		Guatemala guatemalteco/a	
(Yo) soy _____.		Nicaragua nicaragüense	
México mexicano/a		Cuba cubano/a	
Panamá panameño/a		El Salvador salvadoreño/a	
Honduras hondureño/a		la República Dominicana dominicano/a	

Use this chant to help you remember the order of the countries in Central America. Use your Central American map practice sheets to help you. Practice saying the countries and touching the correct spot on the map to lock it into your brain.

América Central

- iBuenos días a Belice!
- Going to Guatemala!
- iSaludos a El Salvador!
- iViva, viva, viva Honduras!
- iViva, viva, viva Nicaragua!
- iViva, viva, viva Costa Rica!
- iViva, viva, viva Panamá!

Use the map below as a reference for this unit.



Capitales:

México - México D.F.

Guatemala- Guatemala

El Salvador- San Salvador

Honduras- Tegucigalpa

Nicaragua- Managua

Costa Rica- San José

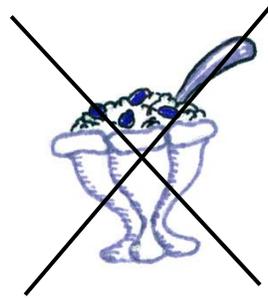
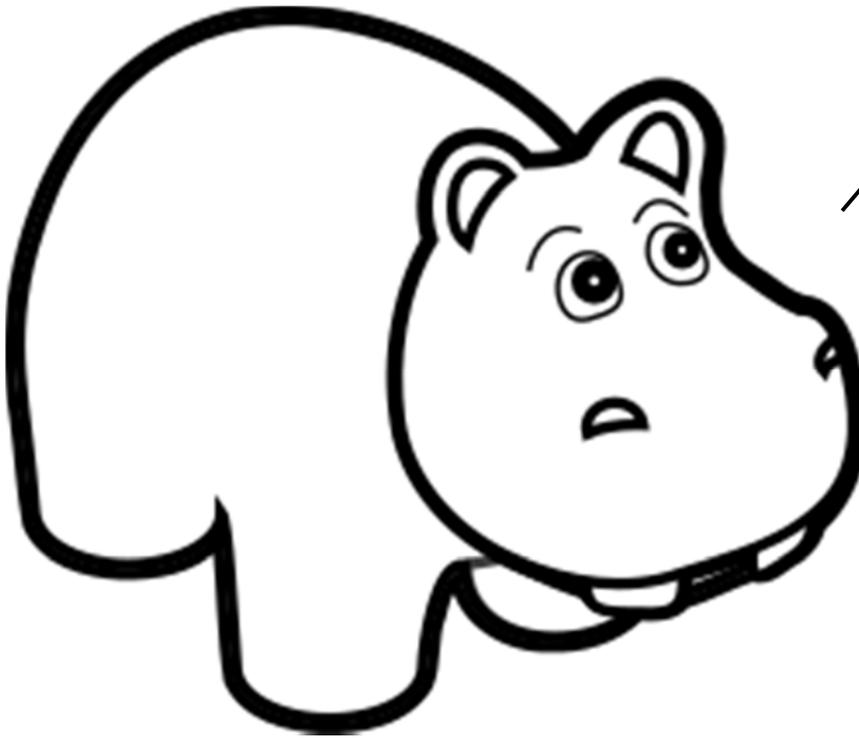
Panamá- Panamá

Cuba- La Habana

La República Dominicana- Santo Domingo

Puerto Rico- San Juan

América Central



My _____

Big _____

Gentle _____

Hippo _____

Eats Salsa _____

Not _____

Chunky Rice _____

Pudding _____

Write the countries of Central America in their geographical order on the lines to the left.

The first letter of each of the words in the silly clue will help you remember their order on the map!

el Caribe



Write the countries of the Caribbean in their geographical order on the lines to the left.

The first letter of each of the words in the silly clue will help you remember their order on the map!

Crazy _____

Raccoons Drive (la) _____

Past Rudolph _____

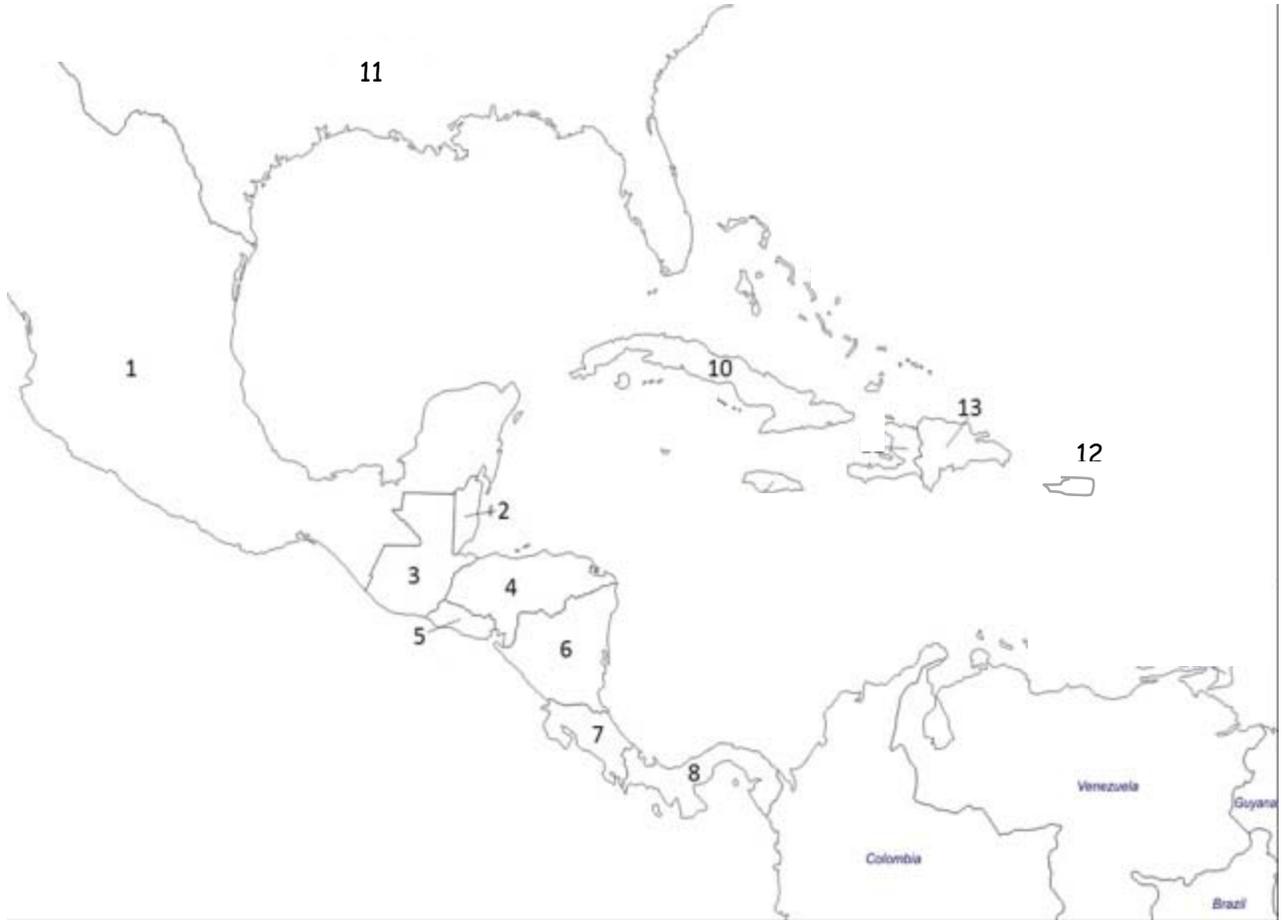
Partner Activity- Central American Map Puzzle



Práctica I: ¿Dónde está...?

Nombre _____

Label the countries of Central America and the Caribbean. Make sure to spell the countries in Spanish!

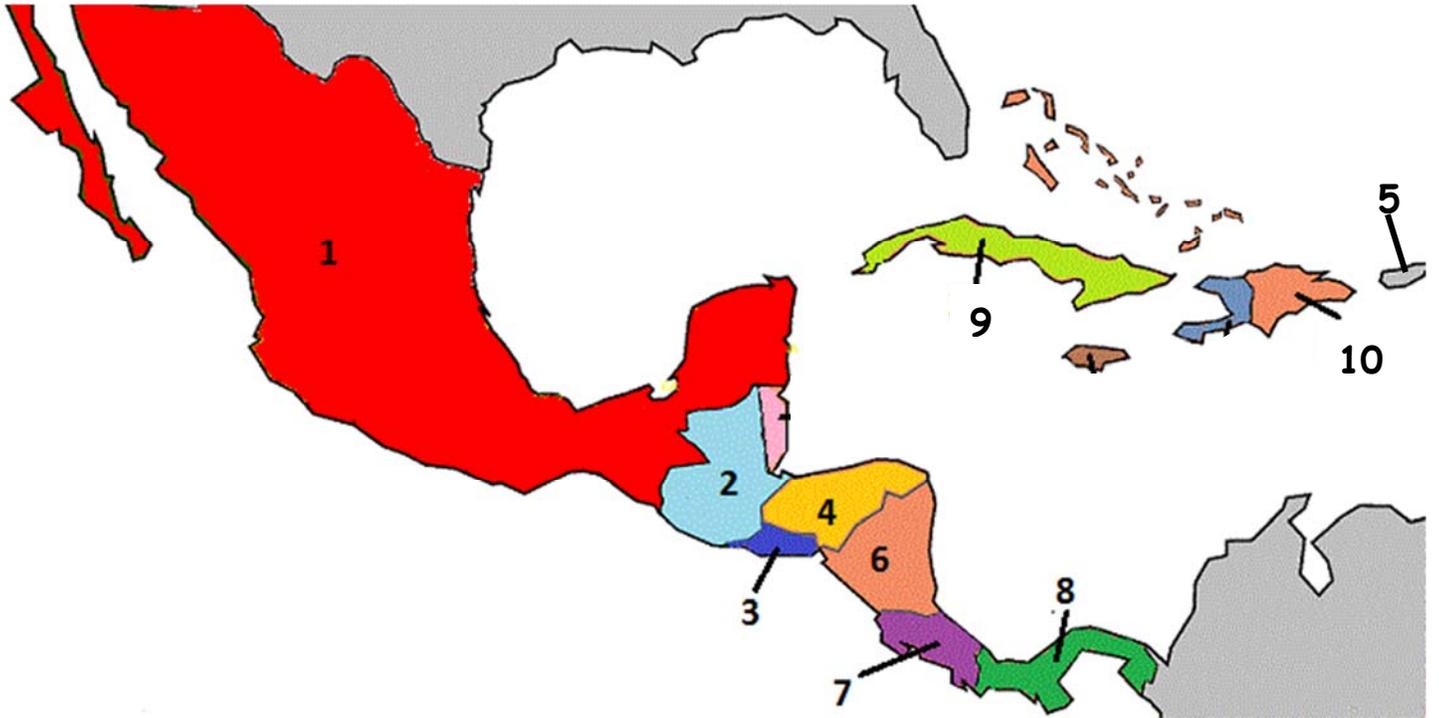


- | | | | |
|----|-------|-----|-------|
| 1. | _____ | 10. | _____ |
| 2. | _____ | 11. | _____ |
| 3. | _____ | 12. | _____ |
| 4. | _____ | 13. | _____ |
| 5. | _____ | | |
| 6. | _____ | | |
| 7. | _____ | | |
| 8. | _____ | | |
| 9. | _____ | | |

Nombre _____

Práctica II: ¿Dónde está...?- Mexico and Central America

Write the capitals AND countries on the map below. Use Spanish spellings!



Country

Capital

- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |

Práctica III: Flashcards- cut cards apart and write the meanings/nationalities on the back with perfect spelling.

Where are you from? (informal)	Where are you from? (formal)	Where is he from?	Where is she from?
I am from...	I am...	Where is...?	México
Belice	Guatemala	Costa Rica	Panamá
Cuba	La República Dominicana	Puerto Rico	Nicaragua
El Salvador	Panamá	Los Estados Unidos (write both ways)	Central America (write in Spanish)

Nombre: _____

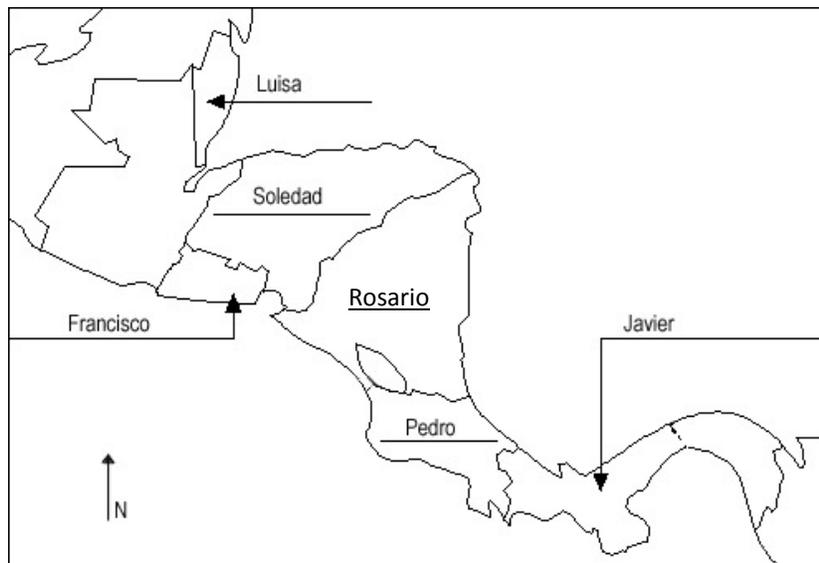
Práctica IV: ¿De dónde es...?

Express the nationality for each person based on what country s/he is from. Make sure you make your adjectives (the nationalities) agree with the gender of your subject.

Ejemplo: Marta es de Guatemala. Marta es guatemalteca.

1. Roberto es de Cuba. _____
2. Mateo es de México. _____
3. Adela es de Panamá. _____
4. Pablo es de Nicaragua. _____
5. Linda es de los Estados Unidos. _____

Now, use the map below to say where the following people are from.



Ej: ¿De dónde es Javier? Javier es de Panamá.

***REMEMBER: "de" = from**

1. ¿De dónde es Soledad? _____
2. ¿De dónde es Francisco? _____
3. ¿De dónde es Luisa? _____
4. ¿De dónde es Pedro? _____
5. ¿De dónde es Rosario? _____

F. Central American/Caribbean II: SER in the Singular

This lesson and practice materials reinforce the vocabulary from Central American/Caribbean I: Countries and Geography while reviewing the subject pronouns. Students will gain experience in substituting subject pronouns for nouns and choosing the correct singular form of the verb *SER*.

Prep: 10 minutes

Materials: copies of Student Resource Pages, separate poster board charts of subject pronouns and SER singular forms

Target Vocabulary and Concepts: REVIEW OF SUBJECT PRONOUNS

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
yo	I	nosotros/as	we (masc/fem)
tú	you (inf)	vosotros/as (in Spain)	you all (inf)
él	he	ellos	they (masc)
ella	she	ellas	they (fem)
usted	you (formal)	ustedes	you all (formal)

Introduction of the SER- singular forms only

SER- to be		
yo	soy	I am
tú	eres	you are (informal)
él ella usted	} es	he is she is you are (formal)

- review how pronouns are substituted for nouns
- use singular pronouns with the correct form of *SER*

Procedure:

1. Review the subject pronouns orally having students repeat after you as you point to the chart.
2. Use the Student Resource Page to refresh students memories and reiterate how important these 10 words are to their future Spanish success.
3. Play several review games on Day 1 such as Around the World using the subject pronouns and dry/erase boards.
4. Práctica I is a review of the pronouns and can be given as homework after Day 1 of this unit.
5. On Day 2, introduce the verb SER in the singular forms only by showing half of the chart as a visual and using the Student Resource Page on SER.
6. Chant out the forms in order (soy, eres, es). Make the chant get louder and softer, faster and slower. Have students close their eyes and chant them. Add clapping and energy.
7. Make the connection to English how verb forms change for each subject. For example, "I am." Versus "she is." Describe how this is the same in Spanish using the verb, SER. "yo soy." versus "ella es."
8. Instruct students to write in the singular forms of SER on their Student Resource Page and complete the "Práctica" section.
9. Review the "Práctica" when most students are complete.
10. Pair up students and have them work together to create 10 sentences about nationality and origin using the singular forms of SER and each of the singular pronouns one time. Be sure to provide models before having students begin. Use the Pair Activity sheet to lead this activity.
11. Review as a class taking volunteers after most pairs are complete.
12. Use Práctica II for reviewing SER and today's lesson.

Suggested Tarea:

This lesson includes three practice sheets.

Reinforcement Activities:

¿Quiénes son?: For this activity, you will need a good-sized variety of people pictures cut from travel magazines or taken from the internet. This is a good opportunity to represent many different types of people from Spanish-speaking countries, and it can also pave the way for new cultural information, depending on how you choose your pictures. On the back of the picture, write where the individuals are from (country and, potentially, city/state). Begin by posting one picture and indicating a spot on the classroom map and asking your students "¿De dónde es/son?" They should answer with the correct pronoun, form of ser, and country of origin: "Ella es de Honduras." Repeat several times. Variation 1: show your class the picture without indicating the country and see if they can guess correctly before you reveal the country on the map. Variation 2: after modeling, divide the class into groups and the stack of pictures among them. Let them take turns asking and answering the questions you modeled for the class. After a few minutes, have them switch picture stacks with another group and continue playing.

Mata la mosca- Whole Class Activity: For this game, you will need two clean fly swatters. Write all the subject pronouns up at the front on the board, divide the class in two teams, and have one student from

each team come up to compete. Start simple: hold up a people picture (the ones from *¿Quiénes son?* above would work well) and have students use their flyswatters to slap the correct pronoun to talk **about** the person/people in that picture. For example, if you hold up a picture of a girl, the students should slap "ella." You can play this way for a while, but you can eventually move into variations: tell them to slap the pronoun they would use to talk **to** the person in the picture, or give them another scenario ("What would I use to talk about myself? What would I use to talk about you?"). Award the winners with a small prize like a sticker. You can also play this game with the singular forms of *ser*. Write *soy*, *eres*, and *es* on the board, give the students a singular subject such as Mr. Solanas, and award the point to whoever first slaps the correct verb—*es*, in this case.

Card Pass Activity: Create index cards with the countries being studied on each of the cards. Make enough for all students (you may need to repeat some countries to create a class set). Hand out the cards so each student has one. Explain that for the sake of the activity the country on the card in their hand at any given time is their origin or nationality. Students can mingle and ask each other questions from the unit like, "Where are you from?" and "What nationality are you?" with responses using the card in their hand. Students can then switch cards with their partner to practice a new country for each mini conversation. Write the model question and answer on the board for a visual to keep them on track and be sure to model before letting them begin. See the guidelines for Card Pass Activity in the Activity Book for a more detailed explanation.

Extensions and Assessment Opportunities: There are several practice sheets and a test is included in this unit.

Subject Pronouns Review: Student Resource Page I Nombre _____

Refresh your memory and fill in the pronouns in Spanish in the chart below.

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
yo		nosotros/as	
tú		vosotros/as (in Spain)	
él		ellos	
ella		ellas	
usted		ustedes	

¡REPASO! :

- ❖ When is "Yo," the word for "I," capitalized? _____
- ❖ Tú and usted both mean _____. "Tú" is typically used for kids, family, and friends. "Usted" is used to show respect or in more formal relationships, like those you have with teachers, elderly people, and adults you don't know too well.
- ❖ The *vosotros* form is only used in _____. Everywhere else, the _____ form is used for formal or informal "you all." *Please note: unless otherwise specified, you can assume that this course will always ask for the *ustedes* form instead of the *vosotros* form.*

Talking TO vs. talking ABOUT

When we use pronouns in place of nouns, it's important to keep in mind whether we are talking **to** an individual or **about** them because we will use different pronouns. For example:

- ❖ talking directly TO César: "*César, are you from California?*"
- ❖ talking ABOUT César to someone else: "*César? He's from California, right?*"

It's exactly the same in Spanish.

- ❖ talking directly TO César: "*¿Tú eres de California?*"
- ❖ talking ABOUT César: "*¿César? Él es de California, ¿no?*"

Ser and Subject Pronouns: Student Resource Page II

SER: ¡Un verbo importante!

SER, is one of two verbs in Spanish that means _____.

SER is used for:

- Personality traits (shy, outgoing, funny)
- Permanent Characteristics/Descriptions (blonde, tall, short)
- Nationality/Origin (American, Mexican, from Nicaragua, from Cuba)

SER- to be		
yo	_____	I am
tú	_____	you are (informal)
él ella usted	} _____	he is she is you are (formal)

You will soon learn plural forms: "we are," "you all are," and "they are." For now, just master these!

Práctica A: Choose the form of SER that goes with the pronouns below.

1. He is Guatemalan. → Él _____ guatemalteco.
2. I am from Puerto Rico. → Yo _____ de Puerto Rico.
3. She is from Honduras. → Ella _____ de Honduras.
4. You (formal) are Cuban. → Usted _____ cubano.
5. I am El Salvadorian. → Yo _____ salvadoreño.
6. He is from the Dominican Republic. → Él _____ de la República Dominicana.



Práctica B: Translate the sentences below. "de" = from

1. I am from Costa Rica. → _____
2. You (informal) are Panamanian. → _____
3. She is from Mexico. → _____

Nombre: _____

Práctica I: Los pronombres

The difference between talking TO and talking ABOUT

In the chart below, try to determine which pronoun you should be using depending on whether you are speaking **to** the individual/group or **about** them. It helps to imagine the conversation in your head.

Pay attention to how formal you should be, as well as the gender and number of the people to/about whom you are talking.

	<u>TO</u> the person/people	<u>ABOUT</u> the person/people
Paco	1.	2.
las muchachas (not Spain)	3.	4.
Rudolfo y Juanito (Spain)	5.	6.
la Sra. Allende	7.	8.
Daniel	9.	10.
Emilia y los muchachos (not Spain)	11.	12.
los maestros	13.	14.
Andrés y papá (Spain)	15.	16.
Yadira	17.	18.
mis amigos (not Spain)	19.	20.



Partner Activity- SER

Nombres: _____

First, fill in the chart with your partner.

SER- _____	
yo _____	I am
tú _____	you are (informal)
él } ella } usted } _____	he is she is you are (formal)

Next, use the chart and the information below to write where the people listed are FROM. **Alternate writing with your partner** and check each other's work. ***REMEMBER: "de" = from**

1. Yo/México _____
2. Ella/Guatemala _____
3. Usted/United States _____
4. Tú/Costa Rica _____
5. Él/Panamá _____
6. Yo/Honduras _____
7. Tú/El Salvador _____
8. Él/Cuba _____
9. Ella/Puerto Rico _____
10. Usted/La República Dominicana _____

Nombre: _____

Práctica II: Ser y los pronombres

Part I: Fill in the chart for the singular forms of SER.

SER- _____	
yo _____	I am
tú _____	you are (informal)
él } ella } usted } _____	he is she is you are (formal)

Part II: Translate into English. *Remember "de" = from!

- Yo soy **de** Puerto Rico. _____
- Ella es cubana. _____
- Usted es **de** los Estados Unidos. _____
- Tú eres hondureño. _____

Part III: Translate into Spanish.

- You (formal) are **from** Guatemala. _____
- He is El Salvadorian. _____
- I am **from** Costa Rica. _____
- You (informal) are American. _____

Práctica III: Nationalities y Ser

Nombre: _____

Part I: Fill in the chart below.

SER- _____	
yo _____	I am
tú _____	you are (informal)
él } ella } usted } _____	he is she is you are (formal)

Part II: Write both the nationality and the origin in Spanish using the information provided.

 yo	+	 Puerto Rico	=	1. _____ 2. _____
 usted	+	 México	=	3. _____ 4. _____
 Ana Cristina	+	 Costa Rica	=	5. _____ 6. _____
 tú	+	 Guatemala	=	7. _____ 8. _____

Nombre: _____

Examen: Ser, nacionalidad, y los pronombres

Part I: Fill in the chart with the Spanish pronouns. Use "informal" and "formal" where needed. (8)

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
yo	I	nosotros/as	
tú		vosotros/as (in Spain)	
él		ellos	
ella	she	ellas	
usted		ustedes	

Part II: Fill in the chart for the forms of SER and write their meanings in English. (7)

SER- 1. _____	English meanings
yo 2. _____	4. _____
tú 3. _____	5. _____
él } ella } <u>es</u> usted }	6. _____ she is 7. _____

Part III: Translate each of the following sentences into Spanish. (15)

- Where are you (informal) from? _____
 - I am **from** the United States. _____
 - You (formal) are Mexican. _____
 - He is **from** Costa Rica. _____
 - She is Guatemalan. _____
- **How is class going for you? How much did you study for this test? _____
- _____
- _____

TOTAL: _____ /30
PORCENTAJE: _____ %

Nombre: _____ **KEY**

Examen: Ser, nacionalidad, y los pronombres

Part I: Fill in the chart with the Spanish pronouns. Use "informal" and "formal" where needed. (8)

PRONOMBRES SINGULARES		PRONOMBRES PLURALES	
yo	I	nosotros/as	we
tú	You (informal)	vosotros/as (in Spain)	You all (informal)
él	He	ellos	They (all males or mix)
ella	she	ellas	They (all female)
usted	You (formal)	ustedes	You all (formal)

Part II: Fill in the chart for the forms of SER and write their meanings in English. (7)

SER- 1. <u>to be</u>	English meanings
Yo 2. <u>soy</u>	4. <u>I am</u>
Tú 3. <u>eres</u>	5. <u>You are (informal)</u>
Él } Ella } <u>es</u> usted }	6. <u>he is</u> <u>she is</u> 7. <u>you are (formal)</u>

Part III: Translate each of the following sentences into Spanish. (15)

6. Where are you (informal) from? ¿De dónde eres (tú)?

7. I am from the United States. (Yo) soy de los Estados Unidos.

8. He is from Costa Rica. Él es de Costa Rica.

9. You (formal) are Mexican. Usted es mexicano.

10. She is Guatemalan. Ella es guatemalteca.

**How is class going for you? How much did you study for this quiz? _____

G. Cardinal Numbers: 0-10 and SER (all forms)

These lessons focus on cardinal numbers and provide practice with counting and the telling age. The first lesson focuses on numbers 0-10, and the next lesson adds numbers 11-15. Students are also introduced to the verb *tener* and taught the full conjugation of *ser*.

Prep: 15 minutes

Materials: copies of Student Resource Pages, poster of numbers 1-15, sets of index cards with number words 0-10 for introduction activity (one set/3 students), Verb chart for SER either on poster board or on white board, large flashcards with the digits 1-15 using large index cards, various groupings of classroom objects ranging 1-10 items/group.

Target Vocabulary and Concepts

cero	zero	siete	seven
uno	one	ocho	eight
dos	two	nueve	nine
tres	three	diez	ten
cuatro	four	más	more/plus
cinco	five	menos	less/minus
seis	six	ser (es/son)	to be (is / are)

¡Un verbo importante! → **SER** is one of two verbs in Spanish that means **to be**.

Uses: personality traits, nationality, characteristics/descriptions

SER =	<u>to be</u>
yo <u>soy</u>	nosotros <u>somos</u>
tú <u>eres</u>	vosotros <u>sois</u>
él } ella } <u>es</u> usted }	ellos } ellas } <u>son</u> ustedes }

You see a form of *ser* is the "Los Muchachos" song. Which form is it? **SON**

Why do you think that form of *ser* should be used? **BECAUSE IT IS PLURAL**

Procedure:

1. Place students in groups of 3 and hand out the number word sets you've created for numbers 0-10.
2. Ask students to try to put them in order and to watch for words that look like English words, or parts of English words. You may ask them to pay special attention to word partners they might recognize to understand why these words mean the numbers they do; try linking: uno/unicycle, tres/trio or tricycle, cuatro/quarter or quadruplets, seis/six, diez/dime, decimeter, decade, *etc.*
3. Practice pronouncing the words while pointing to the chart you created.
4. Have students fill in the English vocabulary in their resource page vocabulary list.
5. Briefly explain that *es* and *son* are two forms of *ser* and how they are used. Go over the conjugations of *ser* in their resource page and practice using it with them using the SER verb chart (students were exposed to *ser* first in the *¿De dónde eres?* lesson).
6. Teach students the "Diez Muchachos" song to the tune of "Ten Little Indians."

Uno, dos, y tres muchachos
Cuatro, cinco, seis muchachos
Siete, ocho, nueve muchachos,
Diez muchachos son

You can enrich the beginning learning process by having a group of students stand at the front and hold up posters with the numbers 1-10 (or the appropriate number of fingers) when their number is sung. Additionally, for kinesthetic reinforcement, have all students hold up the correct number of fingers as they sing.

7. Reinforce the numbers by mixing up the large index cards you created with the digits 0-10 (take out 11-15 and save them to complete the same activity for future lessons). Show the class one number at a time and have them call out what they see. Move faster and faster through the cards as they get more comfortable with the numbers.
8. Complete the "Whole Class- Teléfono" activity using numbers 0-10 before moving on to numbers 11-15. Detailed instructions are below in the Reinforcement Activities.

Suggested Tarea: Two worksheets are included in this lesson. One works with math equations and numbers, while the other one works with *hay* and complete sentences.

Reinforcement Activities:

Whole Class-Teléfono (included in this unit): Use this activity to review numbers 0-10 before teaching 11-15. Read the directions aloud on the activity sheet included in this unit then instruct students to fill in their phone number using the format provided. (Make sure students use their real phone number that they would recognize if it was called aloud). Students will be saying each number separately during this activity since double digits have not yet been taught.

Model the question and how to answer using the format provided saying each number individually.

Instruct students to stand and ask/answer the question to their classmates. Make sure you also complete this activity and ask/answer as well. Use your school phone number so students don't get ahold of your personal information.

After all students have a list of 6 classmates' numbers, start by calling one of the numbers you inquired about on your sheet aloud. Use pretend phones or your hand as a telephone. The entire class should write the number they hear being called on the bottom section of their handout.

Whichever student is called should raise their hand and a short conversation should take place using the pretend phones/hands. ("Hola. ¿Cómo estás?, etc")

Then, say the number that was called in Spanish in English so students can check their work.

The student who was called should then call one of the numbers aloud from his/her sheet.

Continue this activity as time permits. If students are only calling others from the same gender, instruct the next student to call someone from the opposite gender (they should have an option on their sheet if they followed that rule).

If a student calls a number that is incorrect and no one answers their pretend call, you can pretend to be the operator in Spanish and tell the person to hang up and try again.

Tic-Tac-Toe for Vocab/Verbs- (5-10 minutes) Materials: Premade copies of game boards with numerals being practiced written in each square. 1 for each pair.

Students are paired up and play Tic-Tac-Toe using Spanish words and oral practice. In order to play an X or O, the students must say the correct number aloud that is in that square. If they are incorrect or do not know, they lose their turn.

Around the World (5-10 minutes) Materials: Current vocabulary list or verb list in hand for teacher's reference.

Start on one side of the room and have two students stand up. Say a number to review in English or hold up a number card. Have the students standing race to say the number in Spanish. For example, the teacher says, "four" and the two students race to say, "cuatro." Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to snake through the classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner. Encourage students awaiting a turn to study their notes at their desks until it is their turn. This will help keep them involved in the game. Have students turn their notes over on their desk when it is their turn to stand and compete. This is a great game for the last few minutes of class before the bell rings.

Circle of Math- (5-10 minutes) Materials: Small ball

Start by reviewing numbers 0-10 with the class. Have the class stand in a circle wide enough to be tossing a ball around. The first child with the ball says a simple number ranging 0-10. S/he then tosses it to another child who says either "más" or "menos." S/he tosses it to another student who says another simple number. Students need to be doing math in their head while being ready to catch the ball. This continues as students alternate between a simple number and either "más" or "menos," for several turns. Finally, a student can choose to say, "son." The student who s/he throws to then has to say the answer to the math problem. The game will then start over as the student who answered throws to another student to start a new math problem.

This can be simplified when the vocabulary is brand new by only playing certain rounds using "más." It isn't meant to go very fast, though some flow will develop with more and more repetitions. This would be a great game to play in the last few minutes of class as to not waste Spanish class time.

Assessment Opportunities: Two practice sheets are included for homework.

A quiz is included for when students have practiced sufficiently.

¡Uno, dos, tres!: Student Resource Page for Numbers 0-10 Nombre: _____

Listen to your *maestro/a* and fill in the English equivalent of each vocabulary word below.

cero		siete	
uno		ocho	
dos		nueve	
tres		diez	
cuatro		más	
cinco		menos	
seis		ser (es/son)	

Song: Los Muchachos (to the tune of "Ten Little Indians")

Uno, dos, y tres muchachos
 Cuatro, cinco, seis muchachos
 Siete, ocho, nueve muchachos,
 Diez muchachos son.

¡Un verbo importante! → SER is one of two verbs in Spanish that means to be.

Uses: personality traits, nationality, characteristics/descriptions

SER =	_____
yo _____	nosotros _____
tú _____	vosotros _____
él } ella } usted }	ellos } ellas } ustedes }

You see a form of *ser* is the "Los Muchachos" song. Which form is it?

Why do you think that form of *ser* should be used?

Práctica I: Cut apart cards and write out the numbers and meanings in Spanish with perfect spelling.

0	1	2	3
4	5	6	7
8	9	10	more (plus)
less (minus)	We are...	They are...	You all (informal) are

Whole Class Activity- Teléfono

Nombre: _____

Write your *número de teléfono* in digits using this format: 5-23-93-01

Nota Cultural: This is the format used in Spanish-speaking countries when a person gives someone their phone number.

Mi número de teléfono es ____ - ____ ____ - ____ ____ - ____ ____

Ask your classmates (at least one boy and at least one girl) the following question.

Write their answer in digits following the format provided. Write their name in the parenthesis.

1. ¿Cuál es tu número de teléfono? ____ - ____ ____ - ____ ____ - ____ ____ (_____)

2. ¿Cuál es tu número de teléfono? ____ - ____ ____ - ____ ____ - ____ ____ (_____)

3. ¿Cuál es tu número de teléfono? ____ - ____ ____ - ____ ____ - ____ ____ (_____)

4. ¿Cuál es tu número de teléfono? ____ - ____ ____ - ____ ____ - ____ ____ (_____)

5. ¿Cuál es tu número de teléfono? ____ - ____ ____ - ____ ____ - ____ ____ (_____)

6. ¿Cuál es tu número de teléfono? ____ - ____ ____ - ____ ____ - ____ ____ (_____)

Parte 2: After your teacher asks all students to be seated, use the area below to write the numbers being called aloud by your teacher and classmates.

Práctica II: Los números 0-10

Nombre: _____

Solucione (solve) los problemas: Write the complete word—do not use numerals.

- a) Siete más dos son _____.
 - b) Uno más tres son _____.
 - c) Dos más ocho son _____.
 - d) Cinco más tres son _____.
 - e) Cero más cero es _____.
 - f) Diez menos cinco son _____.
 - g) Ocho menos seis son _____.
 - h) Nueve menos dos son _____.
 - i) Siete menos uno son _____.
 - j) Cuatro menos cuatro son _____.
-

Práctica II: Los números 0-10 Nombre: _____**Solucione (solve) los problemas: Write the complete word—do not use numerals.**

- a) Siete más dos son _____.
- b) Uno más tres son _____.
- c) Dos más ocho son _____.
- d) Cinco más tres son _____.
- e) Cero más cero es _____.
- f) Diez menos cinco son _____.
- g) Ocho menos seis son _____.
- h) Nueve menos dos son _____.
- i) Siete menos uno son _____.
- j) Cuatro menos cuatro son _____.

Nombre: _____

Práctica III: SER y números 0-10

Fill in the SER below:

SER =	
yo _____	nosotros _____
tú _____	vosotros _____
él } ella } _____ usted }	ellos } ellas } _____ ustedes }

REPASO: Use the singular chart to complete the sentences:

1. Él _____ puertorriqueño.
2. Yo _____ dominicano.
3. Ella _____ de Costa Rica.
4. Usted _____ americano.
5. Tú _____ de Cuba.

Now, try using the PLURAL side of the chart to complete the following:

1. Nosotros _____ de los Estados Unidos.
2. Ustedes _____ panameños.
3. Ellos _____ de Belice.
4. Vosotros _____ de Guatemala.
5. Ellas _____ nicaragüenses.

Con números: Write out the number sentences in Spanish using words (not numerals).

(*más* = plus, *menos* = minus)

1. One plus seven is eight. _____
2. Six minus four is two. _____
3. Nine minus three is six. _____
4. Two plus five is seven. _____
5. Ten minus two is eight. _____

TOTAL: ___/22

PORCENTAJE: ____%

Nombre: _____

Prueba: Los números 0-10

Part I: Write the numeral (1, 2, 3, etc.) for the Spanish number your teacher reads. (10)

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- i) _____
- j) _____

Part II: Write the numeral (1, 2, 3, etc.) that correctly answers each equation below. (5)

- k) Diez **menos** cinco son _____.
- l) Siete **menos** seis son _____.
- m) Ocho **más** dos son _____.
- n) Uno **más** tres son _____.
- o) Cuatro **menos** cuatro son _____.

Part III: Fill in the chart below.(7)

SER =	_____																			
yo _____	nosotros _____																			
tú _____	vosotros _____																			
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ustedes																				

Nombre: _____

KEY for Prueba: Los números 0-10
Part I: Write the numeral (1, 2, 3, etc.) for the Spanish number your teacher reads.(10)

- a) 3
- b) 5
- c) 0
- d) 1
- e) 2
- f) 6
- g) 9
- h) 7
- i) 8
- j) 10

Part II: Write the numeral (1, 2, 3, etc.) that correctly answers each equation below. (5)

- k) Diez **menos** cinco son 5
- l) Siete **menos** seis son 1
- m) Ocho **más** dos son 10
- n) Uno **más** tres son 4
- o) Cuatro **menos** cuatro son 0

Part III: Fill in the chart below.(7)

SER =	<u>to be</u>
yo <u>soy</u>	nosotros <u>somos</u>
tú <u>eres</u>	vosotros <u>sois</u>
él } ella } <u>es</u> usted }	ellos } ellas } <u>son</u> ustedes }

H. Cardinal Numbers 11-15, HAY, TENER in the singular

This unit introduces numbers 11-15 while teaching the useful term, "hay" and the forms of TENER in the singular to express age.

Prep: 15 minutes

Materials: copies of student resource pages and any practice sheets from this section that you choose to use, index cards with numbers 1-15 written on each (make enough for all students to have one card), chart of the singular forms of TENER, potential costume materials if desired.

Target Vocabulary and Concepts

once	11	número(s)	Number(s)
doce	12	tener (tengo/tienes/tiene)	To have I have/you have/he, she, you (forma) have
trece	13	Tengo ____ años.	I am ____ years old.
catorce	14	¿Cuántos años tienes?	How old are you? (inf)
quince	15	¿Cuántos años tiene usted?	How old are you? (formal)
¿Cuántos ____ hay?	How many ____ are there?	¿Cuántos años tiene ella?	How old is she?
Hay ____.	There are/There is _____.	¿Cuántos años tiene él?	How old is he?

tener = to have

<u>singular forms</u>		
yo	TENGO	I have
tú	TIENES	You have (informal)
él	TIENE	He has
ella	TIENE	She has
usted	TIENE	You have (formal)

***TENER** is used to talk about **AGE**, and literally translates into:

"How many years do you have?" or "I have twelve years."

Procedure:

1. Tape signs with the numbers written on them to a wall or to the board.
2. Challenge students to come up and put the numbers 11-15 in order. (Alternatively, put up several sets around the room and challenge teams of students and see which team performs best.)
3. Practice pronouncing the words pointing to the chart you created for the last lesson.
4. Have students fill in the English vocabulary in their resource page vocabulary list. Briefly explain that *tengo*, *tienes*, and *tiene* are forms of *tener* and how they are used and show the chart you created for a visual.
5. Teach the students the verb conjugation song for *tener* to practice. The song works for most regular verb conjugations and is sung to the tune of "Row, Row, Row Your Boat."

Yo, yo, yo tengo
Tú tienes
Él, ella, y usted ti-e-ne

Note: you can later continue to the second round of the song when you learn the plurals... "Nosotros tenemos / Vosotros tenéis / Ellos, ellas, ustedes ti-e-nen."

6. Go over the remaining vocabulary, especially how to express age.
7. Card Pass Activity:
 - a) Write the model sentence and response on the board: "¿Cuántos años tienes?" "Yo tengo ____ años."
 - b) Hand out the index cards so all students have one card with a number ranging from 1-15.
 - c) Tell students that for the sake of this activity, they are the age on the card in their hand at any given time. Ask volunteers the question above to model for the class.
 - d) Mini-Conversations: Encourage students to find talk to all students and ask/answer the question using the number card in their hand.
 - e) After each conversation, student should switch cards with their partner to then practice a new number with the next partner.
 - f) Continue for several minutes.
8. Have students begin writing short skits in pairs in which they meet each other.
9. Encourage them to choose ludicrous names, to wear costumes, or to add masks or puppets and generally have fun with their skits.
10. To improve the playacting atmosphere, try changing the classroom lighting to something more dramatic as well as changing the seating arrangement if possible.
11. If time today, have students begin presenting their skits, otherwise continue during the next class.
12. A grading scale for the skit is included in the resource pages for this section. Use the performance grade as a participation grade.

Suggested Tarea and Assessments: There are several practice sheets, a skit activity and a test included in this lesson.

¡Once, doce, trece! Student Resource Page for Numbers 11-15 Nombre: _____

Listen to your *maestro/a* and fill in the English equivalent of each vocabulary word below.

once		número(s)	
doce		tener (tengo/tienes/tiene)	
trece		Tengo _____ años.	
catorce		¿Cuántos años tienes?	
quince		¿Cuántos años tiene usted?	
¿Cuántos _____ hay?		¿Cuántos años tiene ella?	
Hay _____.		¿Cuántos años tiene él?	

Un verbo importante:

tener = _____

<u>singular forms</u>		
yo	_____	I have
tú	_____	You have (informal)
él	_____	He has
ella	_____	She has
usted	_____	You have (formal)

***TENER** is used to talk about **AGE**, and literally translates into:
 "How many years do you have?" or "I have twelve years."

Práctica I: Los números 0-15

Nombre: _____

Part I: Write out the numbers in Spanish. Use your Student Resource Page for spelling.

a.) 11 _____

b.) 15 _____

c.) 9 _____

d.) 7 _____

e.) 14 _____

f.) 12 _____

g.) 8 _____

h.) 13 _____

Part II: Write out the number that comes AFTER in Spanish in words.

a.) cinco _____

b.) diez _____

c.) catorce _____

d.) tres _____

e.) once _____

f.) trece _____

g.) uno _____

h.) doce _____

Part III: Translate into English.

a) ¿Cuántos años tienes? _____

b) Yo tengo quince años. _____

c) ¿Cuántos años tiene él? _____

d) Ella tiene doce años. _____

e) ¿Cuántos años tiene usted? _____

f) Él tiene trece años. _____

Nombre: _____

Actividad Teatro para todos: Introductions and expressing age



The spotlight is on you! It's time for you show off your speaking and listening skills *en español*. With your partner, plan a skit in which the two of you pretend to meet for the first time. Be sure to include the following elements:

- _____ greetings
- _____ asking and giving names (use your own names, Spanish names you have chosen, or any names of your choosing!)
- _____ asking and answering questions about where each of you is from
- _____ asking and answering questions about age
- _____ farewells

Grading (for your *maestro/a* only):

- 1 2 3 4 5 The actors were fantastically loud and clear.
- 1 2 3 4 5 The actors spoke Spanish like with truly outstanding grammar.
- 1 2 3 4 5 The actors' pronunciation was practically perfect.
- 1 2 3 4 5 The actors were creative and definitely kept the audience hooked.
- 1 2 3 4 5 The actors knew what they were saying and didn't need to read off notes.

Total: _____/25

Porcentaje: _____%

Comentarios:

Práctica III: TENER/Hay

Nombre: _____

Part I: Fill in the chart of TENER.

tener= _____	
yo _____	I have
tú _____	You have (informal)
él _____	He has
ella _____	She has
usted _____	You have (formal)

Part II: Use the information provided to write the ages of the following people. Write out the numbers in Español. *Modelo: Tú/5 → Tú tienes cinco años.*

- Anita/13 _____
- Yo/10 _____
- Usted/15 _____
- Él/6 _____
- Tú/12 _____

Part III: Use the number in parenthesis and write out the number of libros (books) in the answers.

- ¿Cuántos libros hay? (14) _____
- ¿Cuántos libros hay? (11) _____
- ¿Cuántos libros hay? (9) _____
- ¿Cuántos libros hay? (15) _____
- ¿Cuántos libros hay? (12) _____
- ¿Cuántos libros hay? (10) _____
- ¿Cuántos libros hay? (6) _____

Nombre: _____ Examen: Números 0-15, Hay, Tener

Part I: Use the information provided to write the ages of the following people. Write out the numbers in Español. (15) *Modelo: Ella/5 → Ella tiene cinco años.*

1. Usted/13 _____

2. Yo/11 _____

3. Tú/15 _____

4. Él/9 _____

5. Sandra/3 _____

Part II: Answer the follow questions in complete sentences by using the information in parenthesis. Write out the numbers in español. (9)

1. ¿Cuántas libros hay? (10) _____

2. ¿Cuántos estudiantes hay? (14) _____

3. ¿Cuántas maestras hay? (7) _____

Part III: Translate the following sentences to Spanish. (12)

1. Is there homework? _____

2. There are twelve students in the class.

3. Are there boys in the class? _____

4. There are six books. _____

****Check In: How is class going for you? Did you feel prepared for this quiz?**

Nombre: _____ **KEY** Examen: Números 0-15, Hay, Tener

Part I: Use the information provided to write the ages of the following people. Write out the numbers in Español. (15) *Modelo: Ella/5 → Ella tiene cinco años.*

1. Usted/13 Usted tiene trece años.
2. Yo/11 Yo tengo once años.
3. Tú/15 Tú tienes quince años.
4. Él/9 Él tiene nueve años.
5. Sandra/3 Sandra tiene tres años.

Part II: Answer the follow questions in complete sentences by using the information in parenthesis. Write out the numbers in español. (9)

1. ¿Cuántas libros hay? (10) Hay diez libros.
2. ¿Cuántos estudiantes hay? (14) Hay catorce estudiantes.
3. ¿Cuántas maestras hay? (7) Hay siete maestras.

Part III: Translate the following sentences to Spanish. (12)

1. Is there homework? ¿Hay tarea?
2. There are twelve students in the class.
Hay doce estudiantes en la clase.
3. Are there boys in the class? ¿Hay chicos en la clase?
4. There are six books. Hay seis libros.

****Check In: How is class going for you? Did you feel prepared for this quiz?**

I. Cardinal Numbers 16-30, Months, Dates

This unit introduces numbers 16-30 and reviews 0-15 in the process. It also introduces the months of the year and how to format and write the date in Spanish.

Prep: 15 minutes

Materials: copies of Student Resource Pages and any practice sheets from this section that you choose to use, index cards with numbers 1-30 written on each, chart of the singular forms of TENER to use as a review, chart with the months of the year and date format

Target Vocabulary and Concepts

dieciséis	sixteen	enero	January
diecisiete	seventeen	febrero	February
dieciocho	eighteen	marzo	March
diecinueve	nineteen	abril	April
veinte	twenty	mayo	May
veintiuno	twenty-one	junio	June
veintidós	twenty-two	julio	July
veintitrés	twenty-three	agosto	August
veinticuatro	twenty-four	septiembre	September
veinticinco	twenty-five	octubre	October
veintiséis	twenty-six	noviembre	November
veintisiete	twenty-seven	diciembre	December
veintiocho	twenty-eight	la fecha	the date
veintinueve	twenty-nine	el mes	the month
treinta	thirty	el año	the year
treinta y uno	thirty-one	primero	first

*Months are always lowercase

la fecha: el # de month

- a. May 5 el cinco de mayo
- b. March 16 el dieciséis de marzo

EXCEPTION: The **FIRST** of the month using the word → primero

- c. January 1 el primero de enero

Procedure: (Likely two lessons depending on length of class)

1. Play a review game to refresh the numbers 1-15, such as Around the World.
2. Use the chart you made to introduce numbers 16-19 (or write the numbers 16-19 on the board)
3. Demonstrate how number "diez" is blended with the other numbers in that set. Drop the "z" and add the "ci."
4. Practice pronouncing the words pointing to the words.
5. Hand out the Student Resource Page and have students fill in those numbers.
6. Move onto the numbers 20-29 by writing "veinte" on the board and demonstrating how to remove the "e" and change it to an "i" before adding the numbers 1-, veintiuno, etc.
7. Practice pronouncing the words pointing to the words on the chart or board.
8. Have students fill in those numbers on their Student Resource Page.
9. Teach the last number, "treinta," as students also fill in that number on their page.
10. Hand out the numbered index cards 1-30 randomly to students so all students have one card.
11. Use the question, "¿Cuántos años tienes?" as a model, and ask for volunteers to answer orally using the card in their hand.
12. Make sure the students asked hold up their card to show the class the visual of the number they are saying aloud.
13. Continue for many examples then ask students to stand and ask 10 other classmates the same question.
14. This time, have the students switch cards with each student they ask so they can practice a new number each time.
15. Introduce the months of the year pointing out that most are cognates and that they are LOWERCASE in Spanish like the days of the week.
16. Display the chart of the months of the year you created and have the class repeat the terms after you as you point to each.
17. Give the students a few minutes to fill in their Student Resource Page.
18. Teach and practice the "Mesarena" song with the class to practice the order and pronunciation using the Student Resource Page- Mesarena as a reference. (If you are unfamiliar with the traditional Macarena dance, search "Macarena dance" for the moves).

19. Practice the song several times, getting faster and faster as students perfect the dance. Review the song each class period during this unit to keep it fresh and aid in memory.
20. Introduce the date format for writing "la fecha" in Spanish.
21. Show the visual aid you created or write the following on the board: **el # de month**
22. Discuss the translation as, "the # of month."
23. Use "el cinco de mayo" as a model since students are familiar with that date in Spanish.
24. Teach the exception of the rule being the "first" of the month using the word "primero" instead of the number "uno."
25. Give the students several examples in Spanish orally and challenge them to state the date in English. For example, "el ocho de abril" → April 8
26. Then flip the practice and challenge students to come up with the dates in Spanish that you state in English. For example, "April 8" → el ocho de abril
27. Assign "Práctica I" after all vocabulary is introduced and use those cards to play Tómalo during the next class period.
28. **BONUS:** Teach the bonus question, "¿Cuándo es tu cumpleaños?" when you use the in-class questioning activity included in this lesson. The question will reappear as extra credit on the quiz.
29. Continue for several class periods using activities from the Reinforcement section.

Suggested Tarea: There are several practice sheets as well as a quiz included.

Reinforcement Activities:

Birthday Sort: Challenge your class to arrange themselves in order of birthdays using only Spanish. On the cue (*¿Cuándo es tu cumpleaños?*), time your students to see how quickly they can arrange themselves from January to December using only Spanish. To encourage them to communicate and problem-solve in Spanish, don't tell them which end should be January and which end is December—let them sort it out. Once they believe they are done (which they can signal by yelling "*¡Feliz cumpleaños!*"), stop the clock and go down the line checking to make sure everyone is in the right spot. Repeat this activity on different days or using different versions. In the most simplified version, students arrange themselves by the month only; in the next version they add the actual day of their birthday, and finally they will arrange themselves by month, day, and year.

Buzz In: Divide the class into two teams. Have one representative from each team come up to the board and face off. Read them a date in English and have them buzz in when they know the answer. The student who correctly answers the challenge first wins the point. Variations: instead of reading the date in English, give students a day of the current week and have them provide the date (*e.g., hoy, lunes, viernes, sábado, etc.*) Using visual cues, you can even pantomime "*el lunes pasado*" or "*el martes que viene*" to expand their vocabulary.

Assessment Opportunities: there are several practice sheets, a questioning in-class activity, a small group game activity as well as a quiz included in this unit.

Students can journal about the following questions:

- What differences do you notice between traditional Guatemalan celebrations and U.S. ones?
- What differences do you notice between the Guatemalan and the Mexican traditions with which you are familiar? They are different countries, so why do they have so many similarities between, for example, birthday celebrations? In what other ways are their cultures similar?
- What parts of Guatemalan celebrations appeal to you the most? What do you like best about traditional celebrations in the U.S.?

Use the following questions as a warm-up throughout the unit and beyond to keep the material fresh.

- ¿Cuál es la fecha de hoy?
- ¿Cuál es la fecha de mañana?
- ¿Cuándo es tu cumpleaños?
- ¿Cuándo es el cumpleaños de tu mamá/papá?
- ¿Cuándo es (any Guatemalan fiesta described the previous day)?

Extension Ideas:

Have students perform a mini-research project on a Guatemalan festival of their choice. Provide texts in class for students to investigate the origins of the festival, how it is celebrated, where in Guatemala it is celebrated, and any other fun facts. This is a great project to expand and use for a test grade. Consider an interesting way for students to present their information. For example, they could make a poster advertising the central event and/or create a craft or food project that is representative of the celebration (e.g., a beautiful *Día de Todos los Santos* kite from the towns of Santiago and Sumpango in Sacatepequez). Be specific about the project requirements and grading criteria, show the class a model of what you expect when the project is assigned, and make sure that information about the festivals is available, as picking out good information from the myriad sites on the internet can prove tricky for students. Bring in books (children's books about international festivals and/or about Guatemala as well as travel guides such as *Lonely Planet* and *Fodor's* can also be good—just check to make sure the writing style of the book is appropriate for your students) and try these websites:

- <http://www.peacecorps.gov/kids/world/iac/guatemala.html> This is the Peace Corps Kid's World info on Guatemala; very kid-friendly. Nice anecdotes from Peace Corps volunteers highlight the unique twists to their towns' celebrations.
- <http://www.hotelbook.com/en/> Go to the travel guide section, click on Central America, then choose Guatemala from the list. Short descriptions of many holidays are available for a good general overview.
- <http://partnershipvolunteers.org/index.html> Go to Guatemala, then to the holidays and festival information. This site is also good for an overview.

KEY for *Los meses del año: DATES* Student Resource Page, ct'd

La fecha

Dates in Spanish are expressed differently than they are in English. To express a date, such as September 15th, one says "el quince de septiembre." **The only exception is for the first of the month, which is never "el uno de..." but "el primer de..."**

How would you say the following dates?

- | | |
|------------------------------|---------------------------------------|
| 1) June 13 th | <u>el trece de junio</u> |
| 2) December 7 th | <u>el siete de diciembre</u> |
| 3) November 1 st | <u>el primer de noviembre</u> |
| 4) December 25 th | <u>el veinte y cinco de diciembre</u> |
| 5) October 20 th | <u>el veinte de octubre</u> |



When just writing the numerals, the order is also different. In English, we would write September 15th, 2007 as 9/15/2007, but in Spanish we follow the word order (el quince de diciembre del 2007) and write 15/9/2007.

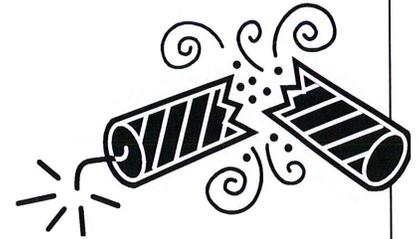
How would you write each of the dates in shortened numerical form?

- | | |
|-------------------------------------|-------------------|
| 1) June 13 th , 2007 | <u>13/6/2007</u> |
| 2) December 7 th , 2007 | <u>7/12/2007</u> |
| 3) November 1 st , 2007 | <u>1/11/2007</u> |
| 4) December 25 th , 2007 | <u>25/12/2007</u> |
| 5) October 20 th , 2007 | <u>20/10/2007</u> |

And about those dates...

The dates above are some important holidays in Guatemala. In random order, those holidays are: **Corpus Cristi, La Quema del Diablo, Navidad, Conmemoracion de la Revolución de 1944, Día de Todos los Santos.** On the lines below, write down the name of each holiday next to the correct date in Spanish.

- 1) 13/6/2007 Corpus Cristi (actual date varies)
- 2) 7/12/2007 La Quema del Diablo
- 3) 1/11/2007 Día de Todos los Santos
- 4) 25/12/2007 Navidad
- 5) 20/10/2007 Conmemoración de la Revolución de 1944



And *el quince de septiembre*? That's *el Día de la Independencia*.

For your information, general holiday overviews:

Corpus Cristi: A Catholic religious festival held on the Thursday after Trinity Sunday, it celebrates the Eucharist—the bread and body of Christ with the bread and wine consumed in Communion. Streets are decorated with balloons and ribbons, some altars set up in front of homes, carpets of flowers and colored sawdust are laid down, firecrackers are set off, and a procession with a cross containing the Eucharist passes through the streets and ends at the church.

La Quema del Diablo: The biggest celebrations for this event are in Antigua and Guatemala City. This tradition has both Christian and pagan (Mayan polytheistic) roots: some say that the fires involved lit are on the eve of *el Día de la Virgen de Concepción* to light the way for the parade with the procession of the virgin, while others emphasize that it is to drive the devils from one's house. It is an end-of-year tradition to wipe out the bad experiences of the year and prepare to enter the new year without any negative memories or influences hanging around. A couple days before the 7th, people gather old and discarded objects (clothing, furniture, trash, *etc.*) which burn easily to prepare a pyre. Neighbors may work together to build an enormous pyre, or they may compete to see who can get the biggest bonfire going. Also, the homes may be swept with a straw broom and sprinkled with holy water. As they burn once the festival starts, kids play with firecrackers, jump over the bonfires, and occasionally chase each other with burning brooms.

Navidad: An end-of-November parade in the city kicks off the holiday season and events build through the 25th of December. Fireworks, street celebrations, and a festive atmosphere mark the week before Christmas, complete with decorations on the shops and streets. Special foods are prepared, with traditional tamales as the centerpiece of the holiday meal.

Conmemoración de la Revolución de 1944: Much like America's Independence Day, this holiday marks the successful revolution that brought freedom to the Guatemalan people. The holiday commemorates the overthrow of a military dictator, Jorge Ubico, in the 1940s. (Note that Guatemala won independence from Spain many years ago on September 15, 1821, along with other Central American countries.) Celebrations include marches and parades, street parties, traditional food and music and neighborhood *fiestas*. Events throughout the city last during the day and into the evening.

Día de Todos los Santos: This is one of the most important holidays in Guatemala and part of the *Días de los Muertos* celebrations (Oct 31-Nov 2nd) common in Latin American cultures. On this day, families come together and decorate graves of loved ones. The city Todos Santos has a horse race, and Santiago and Sumpango in Sacatepequez are known for the beautiful and enormous multicolored kites flown that day to guide the souls of loved ones back to earth. (Work on the kites can begin three months before the event—try to find some of the many pictures available on the web to show the class, as they are truly amazing. Afterwards, the kites are burned so the dead may return to the afterlife.) In Huehuetenango on October 31st, the *Noche de las Serenatas* is tradition, and the streets are filled with music: *marimba*, *mariachi*, and *conjuntos* of all types play near the gate to the general cemetery. *Fiambre* is the traditional dish: a big salad or a plate of assorted cold cuts, including vegetables, meats, pickles and much more—up to 50 ingredients. It must be prepared at least one day before serving and marinated overnight in a thin sauce blend of vinegar, parsley, lettuce and hard-boiled eggs called a *caldillo*.

Be aware that different cities in Guatemala will celebrate holidays differently and that each town has its own unique holidays. That said, firecrackers are standard-issue at festivals. Finally, a holiday not listed in the dates above is *Semana Santa*. It is a huge affair, particularly in Antigua. This Christian Holy Week celebration spans the last week of Lent from Palm Sunday (*Domingo de Ramos*) up to Easter Sunday (*Domingo de Resurrección*). Huge parades and elaborate floats are common. (Similarities to the famous Sevillian *Semana Santa* processions are not accidental; the Guatemalan traditions were heavily influenced by Sevillian missionaries.) Huge *hermandades*, or brotherhoods, carry representations of Jesus and the Virgin Mary through the streets from Sunday through Thursday, recreating the final days of Jesus' life. On Good Friday the streets of Antigua are covered with elaborate carpets (*alfombras*) of flowers, pines, clover and fruits, which the residents put together in front of their homes. Some may be up to a kilometer long! That day, the trial, conviction, and crucifixion of Christ are acted out. A crucifix is carried through the town. Later, people dressed for mourning flood the streets and proceed silently to lay the image of Christ to rest in a church that evening. Easter Sunday is a time of rejoicing, as it is the day Christians believe Jesus rose from the dead. Firecrackers are set off throughout the city, and most people head to mass to worship. Seek out resources about *Semana Santa* to share with your students: YouTube.com has videos, and many different sites on the internet will have pictures you can print off or view together on a shared computer.

Indigenous Festivals: Within the twenty-one unique Mayan communities of Guatemala, one of the better-known events is Rabín Ajaw and the Folk Festival. This event is held in Cabán in July and it features a week-long celebration of indigenous culture including traditional dances and music, ceremonies, delicious food, handicrafts and artwork, and the election of Rabín Ajaw (essentially, the Mayan queen). Young women ranging in age from 14-20 come in traditional *traje*, give speeches in both their native language and Spanish, and present their knowledge of their culture. Although some praise this event as a way to cultivate pride in Mayan culture and educate others about the Maya, it has also been criticized by some Maya rights activists who describe it as exploitative. Mayan rights activists often point out that their people seem to be valued only as a means of attracting tourists who want to see them in their traditional dress and to buy the intricate weavings they make. They are important to the tourist industry, yet businesses that do not honor their basic human rights (as supposedly guaranteed by the government) are rarely punished. Mayan women in traditional *traje* frequently experience discrimination; they are refused entrance to certain businesses or restaurants, and they are often the butt of racist and sexist jokes.

Birthdays in Guatemala: Birthday traditions in Guate (Guatemala's nickname) share a great deal with the Mexican traditions the students explored in the first unit about Lupita's family. Gatherings of friends and family are common, as are cakes, bags of *dulces* for young children in attendance, and piñatas. However, in some places, birthday celebrations can start before dawn. A group of friends may go sing underneath the birthday-person's window at 4:00a.m....after setting off a string of fireworks! Whether at 4:00a.m. or 7:00a.m., though, firecrackers are a wake-up birthday tradition.

Quinceañeras are fairly standard for girls on their fifteenth birthday. The party marks the transition from girl to young woman and is considered the age at which a young woman can choose to start engaging in behaviors that are typically the province of adult women: wearing high heels and makeup, and handling money on her own. The *quinceañera* may be a huge party with fancy dress (usually a pastel color, often pink), or in some families a girl may choose instead to have a special gift, such as funds for a trip to another country to gain new experiences and learn new things. Obviously, the social class of the family impacts the extent of such fiestas.

dieciséis		enero	
diecisiete		febrero	
dieciocho		marzo	
diecinueve		abril	
veinte		mayo	
veintiuno		junio	
veintidós		julio	
veintitrés		agosto	
veinticuatro		septiembre	
veinticinco		octubre	
veintiséis		noviembre	
veintisiete		diciembre	
veintiocho		la fecha	
veintinueve		el mes	
treinta		el año	
treinta y uno		primero	

*Months are always _____

la fecha: el # de month

May 5 _____

March 16 _____

EXCEPTION: The *FIRST* of the month using the word → _____

January 1 _____

Pista 1: Numbers 16-19

In English, the "teens" (13-19) are a combination of ten and the other number: thirteen is a combination of three and ten, fourteen is four and ten, and so on. Spanish works much the same way, starting with number sixteen:

diez y seis (ten and six), which can be combined to make *dieciséis*, (pronounced identically)

What about that accent?

- ❖ normally words that end in 's' will be stressed on the _____ syllable (think about words like *libros*, *clases*, *tienes*).
- ❖ without writing in an accent to show it's pronounced *dieciSEIS*, how would it be pronounced?
_____.

One last thing: Note that it's totally correct to write these "teen" words as either one word, like *dieciséis*, or as three separate words, as in *diez y seis*. *Dieciséis* gets us started, and the rest of the teens follow the exact same pattern: *diecisiete*/*diez y siete* (ten and seven), *dieciocho*/*diez y ocho* (ten and eight), and *diecinueve*/*diez y nueve*.

***Write the numbers below using your notes for spelling and accents:**

16 _____ 18 _____
 17 _____ 19 _____

Pista 2: Numbers 20-29

Twenty is *veinte*. Because it ends in an *e*, it easily slides into the same pattern that the teens did and you can write 21-29 as one word or three, just like the teens. In the twenties, we get twenty and one (*veinte y uno* or *veintiuno*), twenty and two (*veinte y dos* or *veintidós*), and so on.

*Here in the 20's , three different words get accents added. What are they?

***Write out the numbers below with perfect spelling and accents. Use your notes for help!**

22 _____ 24 _____ 27 _____
 21 _____ 29 _____ 26 _____
 23 _____ 28 _____ 25 _____

La 'Mes'arena Dance

to the tune of: "Ten little Indians"

1. **enero** (left hand in front with palm down)
febrero (right hand in front with palm down)
2. **marzo** (flip left palm up)
abril (flip right palm up)
3. **mayo** (left arm across chest)
junio (right arm across chest)
4. **julio** (left hand on head)
agosto (right hand on head)
5. **septiembre** (left arm across stomach)
octubre (right arm across stomach)
6. **noviembre** (left hand on hip)
diciembre (right hand on hip)
7. **iHEEEYYY, los meses!** (hands on hips moving in a circle)
8. **iAY!** (Rotate body 90°)



Nombre: _____

Nota Cultural: El mismo calendario, otra realidad



¿Sabes que hay hemisferios en nuestro mundo? Cuando hablamos de clima y de las estaciones, es importante hablar de los hemisferios. Específicamente, es importante hablar del hemisferio norte y el sur. Estos dos hemisferios se dividen por el ecuador, una línea imaginaria que pasa por la mitad del mundo. De hecho, en Ecuador (el país) hay un sitio llamado «Mitad del Mundo» donde se puede poner el pie derecho en un hemisferio y el pie izquierdo en el otro.

Cuando es diciembre en el hemisferio norte, también es diciembre en el hemisferio sur. Sin embargo, en lugares en el hemisferio norte como Minnesota, Wisconsin, Illinois, diciembre es puro invierno—nieva y hace frío. Uno tiene que llevar abrigo, bufanda, guantes, y gorra. Durante estos meses (diciembre, enero y febrero), el hemisferio norte está más lejos del sol, como se ve en la figura. Sin embargo, diciembre en el hemisferio sur es pleno verano! En diciembre, el hemisferio sur está más cerca al sol. En países como Argentina, Paraguay, y Bolivia, diciembre ofrece muchas oportunidades para hacer vacaciones en la playa.



Nota Cultural, ct'd: Enfoque en el texto

What do you think the following words mean?

Make your best guess, then discuss with your teacher.

- el hemisferio _____
- el norte _____
- el sur _____
- estos/estas _____
- el Ecuador _____
- dividir(se) _____
- pasar _____
- de hecho _____
- la mitad _____
- sin embargo _____
- lejos de _____
- ofrecer _____

Contesta las siguientes preguntas:

- ✓ ¿Cuántas estaciones hay dónde vives tú?
- ✓ ¿Cuándo es el invierno donde vives tú?
- ✓ ¿Cuándo es el verano donde vives tú?
- ✓ ¿Está Guatemala en el hemisferio sur o el hemisferio norte?

Los meses del año: DATES Student Resource Page, ct'd

La fecha

Dates in Spanish are expressed differently than they are in English. To express a date, such as September 15th, one says "el quince de septiembre." The only exception is for the first of the month, which is **never** "el uno de..." but "el primero de..."

How would you say the following dates?

- 1) June 13th _____
- 2) December 7th _____
- 3) November 1st _____
- 4) December 25th _____
- 5) October 20th _____



When just writing the numerals, the order is also different. In English, we would write September 15th, 2007 as 9/15/2007, but in Spanish we follow the word order (el quince de diciembre del 2007) and write 15/9/2007.

How would you write each of the dates in shortened numerical form?

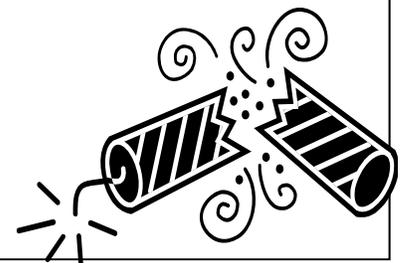
- 1) June 13th, 2007 _____
- 2) December 7th, 2007 _____
- 3) November 1st, 2007 _____
- 4) December 25th, 2007 _____
- 5) October 20th, 2007 _____

And about those dates...

The dates above are some important holidays in Guatemala. In random order, those holidays are: **Corpus Cristi, La Quema del Diablo, Navidad, Conmemoracion de la Revolución de 1944, Día de Todos los Santos.** On the lines below, write down the name of each holiday next to the correct date in Spanish.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

And *el quince de septiembre?* That's *el Día de la Independencia.*



Práctica I: Flashcards- Cut apart cards and write the Spanish on the backside with perfect spelling.

January	February	March	April	May
June	July	August	September	October
November	December	month	year	first
16	17	18	19	20
21	22	23	24	25
26	27	31	29	30

Questioning Activity

Nombre: _____

¿Cuándo es tu cumpleaños?

Mi cumpleaños es _____.

(Write in your birthday here in Spanish. Write out the number.)

Use the question and answer above to ask 10 different classmates their birthdays. Write the birthday you hear in numbers using the format used in Spanish-speaking countries (day/month). For example if you hear "el quince de mayo," write: 15/5.

1. Nombre: _____ Cumpleaños: _____

2. Nombre: _____ Cumpleaños: _____

3. Nombre: _____ Cumpleaños: _____

4. Nombre: _____ Cumpleaños: _____

5. Nombre: _____ Cumpleaños: _____

6. Nombre: _____ Cumpleaños: _____

7. Nombre: _____ Cumpleaños: _____

8. Nombre: _____ Cumpleaños: _____

9. Nombre: _____ Cumpleaños: _____

10. Nombre: _____ Cumpleaños: _____



Práctica II: La Fecha

Nombre: _____

Part I: Write the dates in English below.

1. el primero de marzo _____
2. el treinta de enero _____
3. el veintidós de diciembre _____
4. el once de mayo _____
5. el veinte de octubre _____
6. el quince de abril _____
7. el veintisiete de febrero _____
8. el primero de julio _____

Part II: Write out the numbers in Spanish with perfect spelling. Use your notes to help!

- | | |
|-------------|-------------|
| a. 16 _____ | e. 24 _____ |
| b. 31 _____ | f. 19 _____ |
| c. 26 _____ | g. 14 _____ |
| d. 17 _____ | h. 30 _____ |

Part III: Write the dates of the following holidays in Spanish. Write out the numbers in words! Remember that months are LOWERCASE!

- a) Christmas _____
- b) New Year's Day _____
- c) Independence Day _____
- d) Valentine's Day _____
- e) New Year's Eve _____
- f) St. Patrick's Day _____
- g) April Fool's Day _____
- h) Tu cumpleaños _____

Group Activity: La Fecha Caramba

Materials- two sets of flashcards below for each group below copied on darker colored paper

Directions- Cut out the all of the cards. Mix all of the cards and make a "lago" in the center of the table. Take turns choosing a card and saying the date aloud in Spanish, including the number. If the date is said correctly, keep the card. If the date is incorrect, the card needs to be returned to the "lago" and mixed.

Continue around the circle and collecting as many cards as possible until one of the "Caramba" cards is chosen. Whoever chooses that card needs to put **ALL of their cards back** into the lago and mix it up.

Whichever student has the **MOST cards** in their piles when the teacher says the game is over is the winner.

January 14	February 10	March 30	April 1
May 19	June 28	July 12	August 9
September 1	October 11	November 23	December 31
January 29	February 26	March 18	April 15
September 30	November 4	Caramba	Caramba

Práctica III: Los meses del año

Nombre: _____

Write the following dates out in Spanish. The first one has been done for you as an example.

- | | |
|---|------------------|
| 1. July 18 <u>el dieciocho de julio</u> | 6. May 5 _____ |
| 2. Nov. 2 _____ | 7. Feb. 22 _____ |
| 3. Aug. 30 _____ | 8. Jan. 1 _____ |
| 4. Oct. 13 _____ | 9. March 3 _____ |
| 5. Sept. 12 _____ | 10. June 6 _____ |



The dates below are written below in the typical Spanish order (day/month/year). Write the English translation for each date. The first one has been done for you as an example.

- | | |
|------------------------------------|--------------------|
| 1. 13/4/1886 <u>April 13, 1886</u> | 5. 4/5/2000 _____ |
| 2. 28/2/2008 _____ | 6. 16/8/2004 _____ |
| 3. 6/12/2007 _____ | 7. 12/6/2017 _____ |
| 4. 27/1/1984 _____ | 8. 1/10/1999 _____ |

9. What holiday in Guatemala is celebrated with enormous kites in two cities? _____

10. ¿Cuándo fue la revolución Guatemalteca? (¿Cuál es la fecha completa?) _____

Práctica IV: Review Sheet

Nombre: _____

Part I: Vocabulario. Write the Spanish meanings below.

1. year _____ 3. first _____
2. month _____ 4. date _____

Part II: Los Números. Write the numbers in Spanish.

- a. 18 _____ d. 30 _____
b. 29 _____ e. 15 _____
c. 16 _____ f. 24 _____

Part III: La Fecha. Write the dates in Spanish with correct grammar rules. Spell out all numbers.

1. February 21 _____
2. March 1 _____
3. August 30 _____
4. September 1 _____
5. January 25 _____
6. July 4 _____
7. December 27 _____
8. April 1 _____
9. October 31 _____
10. May 26 _____
11. Tu cumpleaños _____

Nombre: _____ Prueba: la Fecha y los Números

Write the dates below with correct grammar in Spanish. Spell out all numbers. (3 points each)

1. June 30 _____

2. September 1 _____

3. August 19 _____

4. January 13 _____

5. March 28 _____

6. December 1 _____

Crédito Extra: Answer the question in Spanish. (1 point total)

¿Cuándo es tu cumpleaños? _____

Nombre: _____ Prueba: la Fecha y los Números

Write the dates below with correct grammar in Spanish. Spell out all numbers. (3 points each)

1. June 30 _____

2. September 1 _____

3. August 19 _____

4. January 13 _____

5. March 28 _____

6. December 1 _____

Crédito Extra: Answer the question in Spanish. (1 point total)

¿Cuándo es tu cumpleaños? _____

Nombre: _____ **KEY** Prueba: la Fecha y los Números

Write the dates below with correct grammar in Spanish. Spell out all numbers. (3 points each)

1. June 30 el treinta de junio
2. September 1 el primero de septiembre
3. August 19 el diecinueve de agosto
4. January 13 el trece de enero
5. March 28 el veintiocho de marzo
6. December 1 el primero de diciembre

Crédito Extra: Answer the question in Spanish. (1 point total)

¿Cuándo es tu cumpleaños? Answers will vary