

Part II: Amistades Futuras

Table of Contents-

- A. Classroom Commands: *Frases útiles e Instrucciones*, p. 153**
- B. *¿El o la?*: Gender of Spanish Nouns I: Classroom Objects, p. 168**
- C. *¿Los o las?*: Gender of Spanish Nouns II: Classroom Objects, p. 178**
- D. Places in the Community and the verb "IR", p. 185**
- E. Cardinal Numbers Through 100, Bargaining terms, p. 214**
- F. *¿Por qué?*: Question Words in Spanish, p. 235**
- G. Classroom Questions: *¿Puedo ir al baño?*, p. 247**
- H. School Subjects and GUSTAR: *un día en la escuela*, p. 255**
- I. Mi familia: family, age, and subject pronoun review, p. 270**
- J. Animals, the Natural World and Indefinite Articles, p. 287**

A. Classroom Commands: frases útiles e instrucciones

These lessons focus on learning command words and phrases students will need to communicate in a Spanish-speaking classroom. Choose different ways of reinforcing these phrases. For example, keep a point tally: every time a student uses one of the key phrases instead of English to make a request, award a point. When they reach a certain number of points, choose a suitable reward such as allowing time to play a favorite Spanish game for fifteen minutes, awarding an extra credit point on a test, giving a one-time "Get Out Of Homework Free" pass, sharing a sample song of popular contemporary Spanish music the next class, or perhaps by bringing in an interesting artifact to share from travels you have made to Spanish-speaking places.

NOTE: The goal for these terms is for students to be familiar with them and know how to respond appropriately in the classroom when a command is made by the teacher. Unlike most units in this book where students are expected to produce the Spanish vocabulary from English translations, this unit simply requires students to be able to recognize these terms from Spanish to English. This is much less challenging, and again not the norm in this curriculum.

Prep: 15 minutes

Materials: visuals of the word-pictures, copies of Student Resource Sheets

Target Vocabulary

hablen	talk	empiecen	begin
escuchen	listen	párense	stop
levanten (las manos)	raise (your hands)	apaguen	turn off (lights, appliances)
levántense	stand up	enciendan	turn on (lights, appliances)
siéntense	sit down	repitan	repeat
escriban	write	saquen	take out
borren	erase	guarden	put away
pongan	put/place	muestren	show
contesten	answer	abran	open

estudien	study	cierren	shut/close
corten	cut	hagan fila	make a line
peguen	paste/glue	canten	sing
lean (en voz alta)	read (out loud)	otra vez	once more/one more time

Procedure:

1. One way to begin this lesson is by having students examine the list of command words on the Student Resource Guide and asking what the words have in common. (They end either in "n" or in "se.")
2. Once students give the right answer, tell them that these words are all verbs—they are all the plural command form (the *ustedes* form) of verbs, and that they will be hearing a lot of them in class.
3. Explain that they may hear a singular form if you are just speaking to one person, and highlight how English does not make that distinction with commands.
4. Give students the meanings of the words by acting them out and having students mime with you in TPR (Total Physical Response) style.
5. Practice the pronunciation of each one as a group having the students repeat after you.
6. After covering vocabulary, remind the students about how they can use their existing knowledge to learn vocabulary by making connections (*repitan* and "repeat," for example).
7. Explain that there are other ways to memorize words that don't have such clear connections, such as making a drawing or a mental image of a scene that makes them remember a word and its meaning.
8. Use the pages that follow as visual examples. You may challenge them to come up with a few of their own in groups and to share them with the class to practice the strategy.

Follow up with this lesson in the following class period with *Teatro Ridículo* in the Reinforcement Activities.

Suggested Tarea: As homework, have students create an illustrated dictionary of the commands from this lesson using the picture mnemonic devices they have been studying here. Alternatively, or in addition, you may have students create an action flip book for one or more commands (a book in which a figure goes through the motions of one activity as you flip through the pages).

Reinforcement Activities:

Simón Dice: Just like English Simon Says, have your class follow commands...as long as the commands are prefaced by "¡Simón dice!" For example: "Simón dice...levántense" If anyone does the action when

the leader didn't preface the command with "Simón dice," they're out. Let students lead the activity once they are familiar with it.

Teatro Ridículo: Theater of the Ridiculous can be great fun if you have some energetic in your class. It's also fun for you, as you can play the part of the Goofy Director. A script is included in the materials for this lesson, but you can change it to suit your needs, or write additional scripts if this activity becomes a class favorite. You can always build on this activity using current vocabulary with your students. If you have a shy group, bring costumes or puppets. Also, dimming the lights can bring out the energy in a lot of students. Before acting out the play, make sure to read through the script with the students to practice pronouncing the words and to explain any unfamiliar vocabulary.

Charades (Acting Out Terms): Divide the class into 2-3 teams. Have a hat full of the command words and see how many a team can guess when timed for 60 seconds. Repeat with the next team(s) and play until all students have gotten a chance to act out the words. Reward the winning team. You can work this game in stages, depending on how long the students have been using the vocabulary: First, you may allow them to use their resource pages while playing, then have them to do it from memory.

Parejas: For a small class, you may choose to make cards out of the command pairs that are complementary, such as *cerrar/abrir*, *hablar/escuchar*, *encender/apagar*, *levantarse/sentarse*, *sacar/guardar*, *leer/escribir*. Give each student one card and challenge them to find the student who has their complementary card as quickly as possible. For extra practice, have them keep their card secret at all times and ask each other *¿Quién eres?* or *¿Qué tienes?*, depending on what vocabulary you want to emphasize. For a larger class, consider making a quick and simple Memory-like matching game where students turn over cards and watch for a pair.

Wacky Relay: Mark a starting and ending point for the race. Line up the class in two teams on the starting line. On your command, have one student from each team race to the finish line and back while acting out the word or moving according to the command you give. For example, you shout "*siéntense*" and students will race down and back, hopping from sitting position to sitting position. Then, as the next student from each team is ready to go, call out another command like, "*abre la puerta*" and watch students pretending to open doors the whole way. This activity is great fun when students showcase their creative interpretations of your directions.

Buzz In: Divide the class into two teams. One person from each team comes to the front of the room. Once there, given them a word, like *siéntense*. The first student to ring a bell, raise his/her hand (or use whatever signal you have previously established) gets to answer the opposite word: in this case, *levántanse*. Students earn points for their teams with correct answers.

Extensions and Assessment Opportunities: Several practice sheets and a quiz are included in this unit.

As another assignment, have students create an illustrated dictionary of the commands from this lesson using the picture mnemonic devices they have been studying here. Alternatively, or in addition, you may have students create an action flip book for one or more commands (a book in which a figure goes through the motions of one activity as you flip through the pages).

Script for Teatro Ridículo: Mandatos

Personajes

- *El director*: overly dramatic and high strung
- *Inocente/La inocente*: as you might imagine, a good-intentioned and very sincere individual who couldn't possibly be mean no matter how hard s/he tried.
- *La malvada/Malvado*: the opposite of *Inocente*. Everything *Malvado* does has an ulterior motive.
- *Bobo/La boba*: A goofy, good-natured person who has NO idea what's going on. Everything is explained to *bobob* multiple times, and s/he still never gets it right.
- *Stage manager*: the harried individual who never speaks but follows all the director's orders

Props

- "spotlight": try a floor or desk lamp or an overhead projector for this
- wallet

Director: ¡Bueno! ¡Vamos, vamos, por favor! El día se está perdiendo. Vamos, vamos. (*Walks around adjusting furniture and fluffing the actors' hair.*)

Bobo: ¿Vamos? ¿Adónde vamos? (*Looks around, confused.*)

Director: Bobo, no hables. (*Turns to others.*) ¿Ustedes están listos?

Todos: ¡Sí! (*Bobo also replies, a second after the others, but with an excited leap in the air.*)

Director: Bobo, te dije que **no hables**. ¡Enciende la luz, por favor! (*Spotlight turns on.*)
¡Acción!

(*Inocente is walking through the scene, Malvado close behind trying to steal Inocente's wallet. Inocente stops suddenly and stares up at something; surprised, Malvado stumbles and falls to the ground. He shouts in pain and grabs his leg.*)

Malvado: ¡Ay! ¡Mi cabeza!

Director: ¡Párense! ¡Apaga la luz! (*Spotlight goes off, director storms onto the stage.*) ¿Tu cabeza? ¡Qué ridículo!

Malvado: Eeeeem....¿Mi pierna? Sí, sí, mi pierna.

Director: Sí, tu pierna. (*Makes a snort.*) ¿Tú eres bobo también?

Bobo: ¡Yo me llamo Bobo!

Malvado: Pues, él es Bobo.

Director: ¡Basta! Vamos otra vez. ¡Enciende la luz! (*Walks back to the director's spot as the actors take their places.*) ¡Hablen!

(*As before, Inocente is walking through the scene, Malvado close behind trying to steal Inocente's wallet. Inocente stops suddenly; surprised, Malvado stumbles and falls to the ground. He shouts in pain and grabs his leg.*)

Malvado: ¡Ay! ¡Mi pierna!

Inocente: ¡Ay, no! ¿Está bien, señor? (*Kneels next to Malvado, looking terribly concerned.*)

Does not notice as Malvado takes a moment to swipe the wallet.) ¿Cómo se llama usted?

Malvado: Me llamo...Diego (or Diana, if the part is played by a girl. Regardless, it is clear to the

audience that Malvado is clearly making up the name).

Inocente: Bueno, Diego. Me llamo Luis(a). ¿Cómo está? ¿Necesita ir al hospital? *(Just then, el bobo enters the scene from offstage.)*

Bobo: ¡Buenos días!

Malvado: Es la noche.

Bobo: ¿En serio? Hmm...interesante. *(Bobo appears to think deeply about this for a moment, then suddenly leans in as if about to reveal a great secret. In a whisper:)* Escúchenme un momento, por favor.

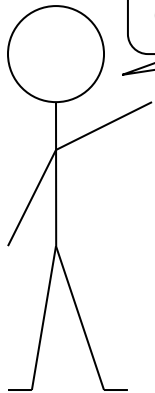
Inocente: ¡Claro! ¡Hable! *(smiles in a friendly way)*

Bobo: Tengo un secreto. Es increíble, pero vi un extraterrestre, un verdadero marciano ...

Director: *(interrupting)* No, no, ¡NO! ¡Párense! Bobo, ¿qué locura estás haciendo? Ya. ¡Basta! *(tears at hair)* ¡Levántense! *(to Inocente and Malvado, who get up off the floor)*

¡No aguanto más! (The director storms off in a huff. The remaining characters look at each other and shrug.)

Inocente: Apague la luz, por favor. *(Lights out.)*



Digan, digan digan
digan, digan digan.



¿Cómo estás tú? Yo
estoy
bien

DIGAN: say or tell

("SCREE!": noise you make
writing with chalk)

ESCRIBAN: write



ABRAN: open

("Abra Cadabra! Open sesame!")
a book)



LEAN: read

("laying" around with



CIERREN: close

(imagine slamming a door shut so fast,
you see a puff of air/dust)

Try the word-picture connection with other words from the list using your imagination. How many more can you invent? What about...

Contesten: answer. Imagine a contestant giving answers on a game show.

Apaguen: turn off (lights). Imagine a set of cartoon eyeballs in the dark and a dialogue. "Uhhhh, Pa? The lights are out again." Try what works for your brain!

Nombre: _____

¡Frases importantes!: Student Resource Page for Classroom Phrases



Listen to your *maestro/a* and fill in the meanings of the words and phrases below. Keep this sheet in a well-marked place, as it will be a great help to you in your Spanish-speaking classroom!

hablen		empiecen	
escuchen		párense	
levanten (las manos)		apaguen	
levántense		enciendan	
siéntense		repitan	
escriban		saquen	
borren		guarden	
pongan		muestren	
contesten		abran	
estudien		cierren	
corten		hagan fila	
peguen		canten	
lean (en voz alta)		otra vez	

iFrases importantes!: Student Resource Page for Classroom Phrases, ct'd

Pista (Tip): When you are studying a new language, you are always learning new words. In addition to looking for common ground with other things you know (like the connections words like *tres* and *trio*, for example), language experts tend to use techniques called *mnemonic devices* to help them manage all these new words. One way is by drawing or imagining a scene to help you remember vocabulary that **doesn't** seem so straight forward. Try these out:

- **Escriban.** Imagine the *screeee* noise squeaky chalk can make when you write on a chalkboard or which squeaky markers make on a white board to help you remember that *escriban* means "write."
- **Lean.** Imagine spending a day sprawled on the floor, "layin" around and reading your book to remember that *lean* means "reading."
- **Abran.** Imagine standing in front of a door and making it magically open with the words "Abra Cadabra!" to remember that *abran* means "open."

What other Mnemonic Devices can you come up with for this vocabulary?

Práctica I: Flashcards- Cut the cards apart and write the English meanings on the backside. Practice daily.

hablen	escuchen	levanten (las manos)	levántense	siéntense
escriban	borren	pongan	contesten	estudien
corten	otra vez	lean (en voz alta)	empiecen	párense
apaguen	enciendan	repitan	saquen	guarden
muestren	abran	cierren	hagan fila	canten

Nombres: _____

Teatro: In groups of 3-4, decide who will act as the teacher in the group. Have the "teacher" give the rest of the "class" instructions with the "class" acting out the instruction. Practice your skit and be ready to present in a few minutes. Use props from the classroom when necessary to show your understanding of the commands. Use at least 5 different commands from your Student Resource Page.

1. Maestro/a -- _____

(estudiantes respond by _____)

2. Maestro/a -- _____

(estudiantes respond by _____)

3. Maestro/a -- _____

(estudiantes respond by _____)

4. Maestro/a -- _____

(estudiantes respond by _____)

5. Maestro/a -- _____

(estudiantes respond by _____)

Práctica II: Classroom Commands

Nombre: _____

Match the following commands below:

1. _____ open
2. _____ close
3. _____ turn on
4. _____ turn off
5. _____ read aloud
6. _____ stand up
7. _____ sit down
8. _____ take out

- | |
|--|
| <ol style="list-style-type: none">a. levántenseb. enciendanc. abrand. saquene. lean en voz altaf. cierreng. apaguenh. siéntanse |
|--|

Draw a picture to represent the following commands to show your understanding.

1. Escuchen.

2. Hagan fila.

3. Corten.

4. Peguen.

5. Escriban.

6. Borren.

TOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ Prueba: Classroom Commands

Write the following meanings in English.

1. Escuchen. _____
 2. Escriban. _____
 3. Apaguen. _____
 4. Hablen. _____
 5. Empiecen. _____
 6. Abran. _____
 7. Repitan. _____
 8. Estudien. _____
 9. Levanten las manos. _____
 10. Guarden. _____
-

TOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ Prueba: Classroom Commands

Write the following meanings in English.

1. Escuchen. _____
2. Escriban. _____
3. Apaguen. _____
4. Hablen. _____
5. Empiecen. _____
6. Abran. _____
7. Repitan. _____
8. Estudien. _____
9. Levanten las manos. _____
10. Guarden. _____

TOTAL: ____/10

PORCENTAJE: ____%

Nombre: _____ Prueba: Classroom Commands

KEY

Write the following meanings in English.

1. Escuchen. Listen.

6. Abran. Open.

2. Escriban. Write.

7. Repitan. Repeat.

3. Apaguen. Turn off.

8. Estudien. Study.

4. Hablen. Talk.

9. Levanten las manos. Raise your hands.

5. Empiecen. Begin.

10. Guarden. Put away.

B. ¿El o la?: Gender of Spanish Nouns I

This first lesson and the accompanying activities are meant to help students understand that nouns in Spanish are gendered and which article accompanies each noun. Students will also gain school vocabulary. A second lesson, **¿Los o las?: Gender (and Number) of Spanish Nouns II**, follows in this unit. The second lesson continues to work with the vocabulary from this first lesson.

Prep: 15 minutes

Materials: Post-its with Spanish vocabulary, copies of Student Resource Pages

Target Language and Concepts:

el libro	the book	el marcador/ el rotulador	the marker	la escuela	the school
el papel	the paper	el sacapuntas	the pencil sharpener	*el aula	the classroom
el lápiz	the pencil	el reloj	the watch/ clock	la luz	the light
la regla	the ruler	el escritorio	the (teacher- style) desk	la puerta	the door
el bolígrafo	the ball-point pen	el pupitre	the student desk	la ventana	the window
la pluma	the pen	la silla	the chair	el/la estudiante	the student (m/f)
el borrador	the eraser	el basurero	the garbage can	el/la chico/a	the boy/girl
el cuaderno	the notebook	la cinta adhesiva	the adhesive tape	el/la muchacho/a	the boy/girl
la mochila	the backpack	la goma	the pencil eraser	el/la compañero/a de clase	the classmate (m/f)
la tarea	the homework	la pizarra	the chalkboard	el/la maestro/a	the teacher (m/f)
las tijeras	the scissors	la tiza	the chalk	el/la profesor/a	the teacher (m/f)

Nota Cultural:

Many countries have varying terms for everyday objects.

For example, in Guatemala, instead of "la pluma," it is common to use the term, "el lapicero."

¿Cómo se dice "gender" en español?

- Gender can be determined by **word meaning**. The word for "man" will be **masculine**; for "woman" it will be **feminine**: *el hombre/la mujer*. Some words that are otherwise very similar will change the article and sometimes shift slightly in spelling to reflect gender: *el estudiante/la estudiante, el profesor/la profesora*.
- Languages, rivers, oceans, days of the week and months of the year are **masculine**.
- Often, words ending in d, -ión, -z, and -a are **feminine**. These are sometimes referred to as "dionza" words to help you remember which endings are often (but not always!) **feminine**.
- Often (but not always!), words ending in -l, -o, -n, -e, and -r are **masculine**. These may be referred to as "**loner**" words to help you remember the key endings.

1. Hand out the student resource page and ask students to look for cognates.
2. Introduce the pronunciation and meaning of the first half of words using actual classroom objects when possible. Have students write in the vocabulary on their student resource page. Introduce the second half of vocabulary the next class period to build on their skills and not overload them with new vocabulary right away.
3. Distribute sticky notes (post-its) to the students with Spanish vocabulary on them. Ask them to label the correct items in the room with their sticky notes.
4. Once all items are labeled, point out that each note had two words on it. Ask students what they think the *el* and *la* mean.
5. Explain to students that in Spanish, nouns are either masculine or feminine. (Review the concept of a noun if necessary: person, place, thing, or concept/idea.) While English contains only "the" as a definite article, Spanish has both *el* and *la* for singular, definite articles. (Do not cover *los/las* or *un/una/unos/unas* in this lesson—you should mention that other articles exist and you will be learning about them later, but do not go into detail, as students can become overwhelmed.)
6. Explain that sometimes gender is logical (e.g.: the word for girl is feminine, the word for boy is masculine). Sometimes it is not: the words for ruler and backpack are feminine, but the words for pencil and garbage can are masculine.
7. Divide students into groups of approximately four and ask them to sort the vocabulary list based on gender using scrap paper and writing down the words in two columns. **IMPORTANT: Exclude tijeras, because it has a plural article.**
8. Challenge them to break each one of those lists down further. What categories can they create within the "el" group? What about in the "la" group? You will likely need to direct them to pay attention to the end of the word.
9. Have students share what they noticed and then fill in the blanks together in the tips section of the Student Resource Page.
10. Continue using the vocabulary and reinforcing the articles for a few days. Utilize the games and activities from the Activity Book as well as ideas from the reinforcement section below.

Suggested Tarea: Numerous practice sheets are included in this unit. Use darker colored paper when printing the flashcards so students cannot see through the cards. Flashcards can also be copied and doubled to be used for games and classroom activities.

Reinforcement Activities:

Mochila- Vocabulary Activity: (included in this unit) Materials- Current vocabulary list for each student with at least 20 terms, copies of the Mochila template for all students

This is essentially the same concept as Verb Battleship using vocabulary instead of verb forms. Have the class take out their current vocabulary list. The list will need to have 20-30 words for this to be effective. Create a sentence format on the top of the game board for students to follow as they ask and answer in Spanish. For example: "Tienes _____?" / "Sí, yo tengo _____" or "NO tengo _____." This would work great for concrete objects like clothing. Pair up your students and have them place their desks head to head if possible using a book or binder as a barrier. Their papers must stay covered for this game to be effective.

Have students draw a set number of items from their lists inside their mochila. Five to 8 items work great depending on how much time you have to play the game. The more items they draw the longer the game will take. (If students do not like or want to draw, they can simply write the words they choose inside the mochila in English.) Once the mochilas are set up with items, student pairs go back and forth using the Spanish format on the page to ask each other what is inside the other's mochila.

Students need to reference their vocabulary list and are encouraged to make a tiny mark next to the words they already asked about so they don't waste time repeating them. The student who guesses all of the other's items in the mochila first, is the winner. If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the items of Student B, Student B only try to find items of Student C, and Student C only try to find items of Student A.

Add-on Classroom: On a large sheet of paper (butcher paper is ideal), sketch an empty room with just four walls before class starts. During class, tell students it is a classroom that they need to fill in with classroom objects. Assign specific objects to different students and have students come up to the room and draw in and label an object. You may turn it into a time challenge—different groups on subsequent days can attempt to beat the time of previous groups, or you might create three or four teams outfitting their classrooms at the same time. For the team-race version, it is a good idea to keep a running list of the required objects somewhere visible (like on the board) rather than just shouting them out, as students will quickly lose track due to working at different speeds.

Around the World: Using flashcards of words that students have already studied, challenge them to a game of Around the World. The flashcards should contain the noun, but no article. To play, the first competitor goes and stands next to the second student's desk. Both rise, and you flash the card at them.

The first student to state the correct article moves on to the next student's desk while the other student sits back down at the seat where s/he lost. The goal for each student is to get enough questions right that s/he will work his/her way all the way around the classroom and back to his/her own desk.

Buzz In: Divide the class into two teams. One person from each team comes to the front of the room. Once there, say a noun, like *cuaderno*. The first student to ring a bell, raise his/her hand (or use whatever signal you have previously established) gets to answer the correct article: in this case, *el*. Each correct answer earns the student a point for his/her team.

Scavenger Hunt: Make a list of things that are and maybe are not in the classroom. Divide the students into teams and they will walk around the room to look for the items. They will put an "x" by what they find on the list. You can be tricky by using specific numbers of items for them to find. For example: "tres relojes" when there are only two.

Veinte preguntas: Decide on an object or person in the room. The students get to ask small questions to find out what the item is. For example, "¿Cuántos hay en clase?" or "¿Es azul?" It will be helpful to show an example and list question prompts for them to use on the board as a reference.

Que falta: Put a selection of classroom objects on a table or in a backpack. Tell all of the students to look at what is on the table carefully in order to remember them. Divide the class into two teams. One person from each team will face the back of the classroom or be blindfolded. Remove one object from the table. Ask the students to turn back around or remove the blindfold and see if they can race to say the item that is missing in Spanish.

¿El o la?: Gender of Spanish Nouns I

Escucha a tu maestro/a y escribe el inglés aquí. Then fill in the information in the box below.

el libro	the book	el rotulador/ el marcador		la escuela	
el papel		*el sacapuntas		*el aula	
el lápiz		el reloj		la luz	
la regla		el escritorio		la puerta	
el bolígrafo		el pupitre		la ventana	
la pluma		la silla		el/la estudiante	
el borrador		el basurero		el/la chico/a	
el cuaderno		la cinta adhesiva		el/la muchacho/a	
la mochila		la goma		el/la compañero/a de clase	
la tarea		la pizarra		el/la maestro/a	
las tijeras		la tiza		el/la profesor/a	

¿Cómo se dice "gender" en español?

- Gender can be determined by _____. The word for "man" will be _____; for "woman" it will be _____. For example, it is *el hombre* and *la mujer*. Some words that are otherwise very similar will change the article and sometimes shift slightly in spelling to reflect gender: *el estudiante/la estudiante, el profesor/la profesora*.
- Languages, rivers, oceans, days of the week and months of the year are _____.
- Often, words ending in d, -ión, -z, and -a are _____. These are sometimes referred to as "dionza" words to help you remember which endings are often (but not always!) _____.
- Often (but not always!), words ending in -l, -o, -n, -e, and -r are _____. These may be referred to as "_____ " words to help you remember the key endings.

Práctica I: Flashcards- Cut the cards and write the Spanish on the back with perfect spelling. Include "el" or "la."

the chalk	the board	the student desk	the teacher's desk	the paper
the pencil	the ruler	the pencil sharpener	the clock	the chair
the marker (2)	the school	the classroom	the light	the door
the window	the boy/the girl (2 of each)	the student (male/female)	the eraser (for the board)	the notebook
the scissors	the backpack	the tape	the garbage can	the eraser (for a pencil)
the book	the pen (2)	the classmate (male/female)	the teacher (male/female) for younger students	the teacher (male/female) For older students

Nombre: _____

Práctica II: El o la?: Gender of Spanish Nouns I

In front of each vocabulary word, write the correct article. Then, to the right, put an M if the word is *masculino* and an F if it is *feminino*.

- | | |
|----------------------|------------------------|
| 1. ___ pupitre ___ | 6. ___ ventana ___ |
| 2. ___ maestro ___ | 7. ___ silla ___ |
| 3. ___ profesora ___ | 8. ___ regla ___ |
| 4. ___ pluma ___ | 9. ___ borrador ___ |
| 5. ___ luz ___ | 10. ___ escritorio ___ |

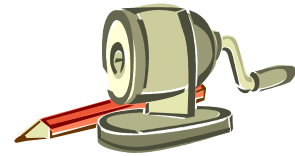
Label each picture below in Spanish. Include **both the article and the noun**.



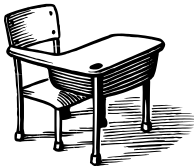
11. _____



12. _____



13. _____



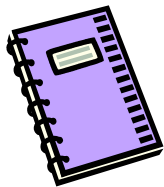
14. _____



15. _____



16. _____



17. _____



18. _____



19. _____

20. What are the common endings for masculine nouns? _____

What about feminine nouns? _____

Nombre: _____

Práctica III: Use this paper to draw a classroom with **at least 20** labeled classroom objects. Use your Student Resource Page for perfect spelling!

La Clase de Español

Partner Activity: Mi Mochila -Juego de Vocabulario

Question: **¿Tienes** _____?

Answer: **Sí, tengo** _____. / **No, no tengo** _____.



TOTAL: ____ /10

PORCENTAJE: ____ %

Nombre: _____ Mini-Prueba: La Clase

Write the Spanish translations below. Do your best with spelling. Be sure to use "el" or "la" where needed.

1. the pencil _____ 6. the pencil sharpener _____

2. the student (female) _____ 7. the board _____

3. the book _____ 8. the clock _____

4. the student desk _____ 9. the backpack _____

5. the tape _____ 10. the notebook _____

TOTAL: ____ /10

PORCENTAJE: ____ %

Nombre: _____ Mini-Prueba: La Clase

Write the Spanish translations below. Do your best with spelling. Be sure to use "el" or "la" where needed.

1. the pencil _____ 6. the pencil sharpener _____

2. the student (female) _____ 7. the board _____

3. the book _____ 8. the clock _____

4. the student desk _____ 9. the backpack _____

5. the tape _____ 10. the notebook _____

C. ¿Los o las?: Gender (and Number) of Spanish Nouns II

This second lesson and the accompanying activities are meant to help students understand that nouns in Spanish are gendered and how to make singular nouns plural. Students will also practice school-related vocabulary.

Prep: 5-20 minutes

Materials: copies of Student Resource Page, index cards OR optional teacher-made *Jaleo Plural* cards (for recommended follow-up activity)

Target Language and Concepts:

el libro	los libros	el rotulador/ el marcador	los rotuladores los marcadores	la escuela	las escuelas
el papel	los papeles	*el sacapuntas	los sacapuntas	*el aula	las aulas
el lápiz	los lápices	el reloj	los relojes	la luz	las luces
la regla	las reglas	el escritorio	los escritorios	la puerta	las puertas
el bolígrafo	los bolígrafos	el pupitre	los pupitres	la ventana	las ventanas
la pluma	las plumas	la silla	las sillas	el/la estudiante	los/las estudiantes
el borrador	los borradores	el basurero	los basureros	el/la chico/a	los chicos las chicas
el cuaderno	los cuadernos	la cinta adhesiva	(non-count noun)	el/la muchacho/a	los muchachos las muchachas
la mochila	las mochilas	la goma	(non-count noun)	el/la compañero/a de clase	los compañeros las compañeras
la tarea	(non-count noun)	la pizarra	las pizarras	el/la maestro/a	los maestros las maestras
las tijeras	las tijeras	la tiza	las tizas	el/la profesor/a	los profesores las profesoras

- Spanish is a language of agreement: in this case, students are learning that the noun and the definite article must agree in gender and number.
- Mixed-gender groups take the masculine in the plural.

Procedure:

1. Write the following English words on the board: *box, light, church, apple, mouse*. Ask students what the plural form of each noun is. (If a prompt is needed to clarify student understanding: "There is one box, but many _____.")
2. Explain that similar rules are used in Spanish—generally, plurals are made with *-s* or *-es*, but some exceptions apply. Help students fill in the blanks on the guidelines given on the student resource page, shown below:

Making plural nouns:

el → **los** **la** → **las**

- The basic rule: if the noun ends in a vowel, just add **s**. If it ends in a consonant, add **-es**.
Examples: taco = **tacos**, regla = reglas, tamal = **tamales**, pared = paredes
- The article needs to become plural as well as the noun. **El** becomes **los** and **la** becomes **las**.
Examples: el estudiante = **los** estudiantes, la puerta = las puertas
- If a word ends in *-z*, change the *-z* to *-c* and add *-es*.
Examples: pez = peces, luz = **luces**
- Adding *-es* might change whether or not you need an accent mark in your word. Pay attention and remember the accent rules to decide if you need to add or remove an accent mark or do nothing.
Examples: el examen = los exámenes, la canción = las canciones, el tamal = los tamales
- Mixed-gender groups take the masculine in the plural.
Example: 2 male students = **los** estudiantes
2 female students = **las** estudiantes
2 female and 2 male students = **los** estudiantes
1 female and 5 male students = **los** estudiantes

3. Have students work with partners to fill in the plurals of the nouns with which they have been working on the student resource page. Check answers together.
4. Explain why some feminine words, such as *el aula* (on their list) and *el agua* (not on their list) have a masculine singular article but are actually feminine words and will have a feminine plural article (thanks to beginning with the letter *a*). Point out the spelling changes and irregularities in the highlighted words on your copy and have students highlight the same words on their copies so they remember to pay attention to those ones in particular.
5. Follow up this lesson in a day or two with the *Jaleo Plural* game listed in the reinforcement activities.

Suggested Tarea: Practice sheets for making singulars and plurals are included in this lesson.

Reinforcement Activities:

Around the World: Expand the flashcard set you created for Around the World in ¿El o la?: Gender of Spanish Nouns I to include plural nouns as well. The set should consist only of nouns (no articles!) which the students have already memorized. To play, the first competitor goes and stands next to the second student's desk. Both rise, and you flash the card at them. The first student to state the correct article moves on to the next student's desk while the other student sits back down at the seat where s/he lost. The goal for each student is to get enough questions right that s/he will work his/her way all the way around the classroom and back to his/her own desk!

Jaleo Plural: This is a speed-based game. Have students sit in groups of 4 and make their playing cards with index cards. Students should split the list of target words evenly among themselves, then make 4 cards for each vocabulary word: one card for the singular article, one for the singular noun, one for the plural article, and one for the plural noun. An example of a set of four would be: *el, libro, los, and libros*. (If class time is short, you may choose to type up the words yourself, make copies on cardstock or other heavy paper, and cut them apart in advance. Having students write them, however, provides additional review pre-game, and you can even split it up over two class sessions—one day to review, one day to play.) Two students will be dealers, and two will be in competition. Divide the cards into two stacks: one of all articles, and one of all nouns. One dealer will deal the articles, the other will deal the nouns. To start, one or both dealers shouts "¡Jaleo!", which is the cue for both of them to throw down a card, text up. The competitors will look at the cards for a match of article and noun—if it is a match in both gender and number (such as *los* and *libros*), they will slap the cards and claim them. If correct, they keep the cards. If incorrect (such as *las* and *sacapuntas*), their opponent gets one free deal: the dealers will deal and s/he can look at the cards for a match, but the student who was wrong last time cannot compete. The individual with the most cards at the end of one run-through of the decks is the winner. Next, competitors become dealers and dealers become competitors and another round is played. If there is time, the winners can play each other.

Buzz In: Divide the class into two teams. One person from each team comes to the front of the room. Once there, given them a noun, like *cuaderno* or *plumas*. The first student to ring a bell, raise his/her hand (or use whatever signal you have previously established) gets to answer the correct article: in the examples, *el* and *las*, respectively. Each correct answer earns the student a point for his/her team.

Ball Toss: Toss around a ball calling out a singular form of a classroom object. Whoever catches the ball has to make that word plural and pass it along with another singular vocabulary word.

Assessment Opportunities: Numerous practice sheets and a short quiz are included.

Student Resource Page: En la escuela

Nombre: _____

¿Los o las?: Gender (and Number) of Spanish Nouns II

Write the plural form of each noun below. Then, listen carefully to the teacher to check your answers.

el libro	los libros	el rotulador el marcador		la escuela	
el papel		*el sacapuntas		*el aula	
el lápiz		el reloj		la luz	
la regla		el escritorio		la puerta	
el bolígrafo		el pupitre		la ventana	
la pluma		la silla		el/la estudiante	
el borrador		el basurero		el/la chico/a	
el cuaderno		la cinta adhesiva	X	el/la muchacho/a	
la mochila		la goma	X	el/la compañero/a de clase	
la tarea	X	la pizarra		el/la maestro/a	
las tijeras		la tiza		el/la profesor/a	

el → _____ la → _____

- The basic rule: if the noun ends in a vowel, just add _____. If it ends in a consonant, add _____.
Examples: taco = _____, regla = reglas, tamal = _____, pared = _____
- The article needs to become plural as well as the noun:
el → _____ la → _____
Examples: el estudiante = _____ estudiantes, la puerta = _____ puertas
- If a word ends in -z, change the -z to -c and add -es.
Examples: pez = peces, luz = _____
- Adding -es might change whether or not you need an accent mark in your word. Pay attention and remember the accent rules to decide if you need to add or remove an accent mark or do nothing.
Examples: el examen = los exámenes, la canción = las canciones, el tamal = los tamales
- Mixed-gender groups take the masculine in the plural.
Example: 2 male students = _____ estudiantes
2 female students = _____ estudiantes
2 female and 2 male students = _____ estudiantes
1 female and 5 male students = _____ estudiantes

Nombre: _____

Práctica I: Sustantivos singulares y plurales

Change each singular form to a plural form. Make sure to do both the articles and the nouns.

el → _____ la → _____

1. el libro _____
2. el papel _____
3. el pupitre _____
4. la pluma _____
5. la ventana _____

Change each plural form to a singular form. Make sure to do both the articles and the nouns.

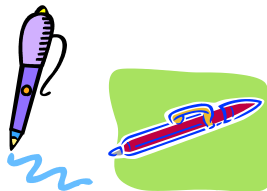
6. las tizas _____
7. las puertas _____
8. los sacapuntas _____
9. las luces _____
10. las aulas _____

Write the correct Spanish noun and article for each picture shown below.

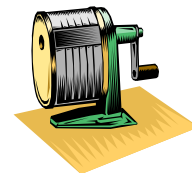
Pay attention to whether you should use the singular or the plural form!



11. _____



12. _____



13. _____



14. _____



15. _____

Nombre: _____

Práctica II: Sustantivos singulares y plurales

Part I: Fill in the blanks with EL, LA, LOS, or LAS by looking at the end of the word.

- | | | |
|-------------------|-------------------------|----------------------|
| 1. _____ pupitres | 6. _____ escritorio | 11. _____ borradores |
| 2. _____ goma | 7. _____ cinta adhesiva | 12. _____ libro |
| 3. _____ relojes | 8. _____ tijeras | 13. _____ aulas |
| 4. _____ pizarras | 9. _____ escuela | 14. _____ puerta |
| 5. _____ luz | 10. _____ ventanas | 15. _____ profesores |

Part II: Make the following words plural, then define them in English.

el → _____ la → _____

1. el bolígrafo → _____ - _____
2. el cuaderno → _____ - _____
3. la mochila → _____ - _____
4. el maestro → _____ - _____
5. la estudiante → _____ - _____
6. el papel → _____ - _____
7. la tiza → _____ - _____
8. la pluma → _____ - _____

Part III: Translate into Spanish. Pay attention to the endings!

1. the rulers → _____
2. the pencils → _____
3. the door → _____
4. the lights → _____
5. the teachers (for older students) → _____

TOTAL: ____/16

PORCENTAJE: ____%

Nombre: _____ **Mini-Prueba: Plurales**

Make the following words plural and define them in English. (16)

1. la luz → _____ - _____

2. el pupitre → _____ - _____

3. el papel → _____ - _____

4. la tiza → _____ - _____

5. la estudiante → _____ - _____

6. el profesor → _____ - _____

7. la lápiz → _____ - _____

8. la pluma → _____ - _____

TOTAL: ____/16

PORCENTAJE: ____%

Nombre: _____ **Mini-Prueba: Plurales**

Make the following words plural and define them in English. (16)

1. la luz → _____ - _____

2. el pupitre → _____ - _____

3. el papel → _____ - _____

4. la tiza → _____ - _____

5. la estudiante → _____ - _____

6. el profesor → _____ - _____

7. la lápiz → _____ - _____

8. la pluma → _____ - _____

D. Places in the Community and the verb "IR"

This lesson teaches students numerous places in the community. It also reviews subject pronouns and introduces the verb "IR."

Prep: 5-20 minutes

Materials: copies of Student Resource Page, chart of subject pronouns for review, chart of the forms of "IR,"

Target Language and Concepts:

Spanish Pronoun Review

yo	I	nosotros	we
tú	you (informal)	vosotros	you all (informal)
él ella usted (Ud.)	he she you (formal)	ellos ellas ustedes (Uds.)	they (masculine/mix) they (feminine) you all (formal)

IR- to go

yo	voy	nosotros	vamos
tú	vas	vosotros	vais
él ella usted	va	ellos ellas ustedes	van

1. A = to
2. I go to the school. Yo voy a la escuela.

***When the noun is masculine, A + EL = AL (to the)**

3. We go to the park. Nosotros vamos al parque.

Procedure for the verb IR:

1. Start the instruction of IR by playing a rap of IR to the class. Search, "IR Rap" on YouTube and be sure to preview any songs you plan to use. (If you do not have access to the computer or prefer to make up your own song, simply "rap" out the forms yourself like this: "voy, vas, va, (clap) vamos, vais, van (clap)")
2. After listening to the raps, have the class guess what you are going to learn today. Then explain IR using full sentences for context. "Yo voy a la escuela." "Tú vas a la escuela." etc.
3. Along with your class, complete the IR chart on the board and have the students fill in their charts as you go along.
4. Reinforce the conjugations by reviewing the rap again and playing a game.
5. For example, you could incorporate the card pass activity using pronoun cards. Create a classroom set of index cards with a different pronoun listed on each. Pass out a pronoun card to each student. Begin as a whole class and call on individuals to answer a question like, "¿Quién va a la escuela?" Write the question on the board next to the forms of IR. Students can then look at the IR forms on the board or on their notes to answer according to their card. "Nosotros vamos a la escuela." Or "Tú vas a la escuela," etc. After they understand the format, students should stand and have mini-conversations with each other using the same question and answer format. After each mini-conversation, have the students switch cards with their current partner and go to another available student to practice with the new pronoun card they just received. Continue for a few minutes so students can have a dialogue with most students in the class. *Use your Activity Booklet for more game and activity ideas.
6. Reinforce today's lesson by assigning Práctica I.
7. Next, introduce the structure of Ir a + _____. Continuing with a word they recognize, like "escuela," dissect the sentence structure from the above activity. Ask the students what "a" means in the sentence and discuss its importance. Just like in English, the sentence would not make much sense without it. "I go the school," sounds incorrect. Thus, the importance of "to." Try out various sentences with the students using feminine nouns first, like: la escuela, la playa, la plaza, la fiesta. Make note of the format "IR + a + la _____" for feminine nouns.
8. Then, move onto blending of "a+el= al" for masculine nouns. Show the model using a noun like, "el parque" Write a sentence on the board such as, "Yo voy a el parque." Demonstrate that when this sentence is said quickly, the "a" and the "el" sound blended, creating a new word, "al." Give the class a few sentences as a class to practice using masculine terms like: el parque, el restaurante, el café, el museo.
9. Play a game to reinforce this new structure. The Partner Activity included with this unit would be a nice review.
10. Continue practicing the verb IR with your class for 4-5 class periods depending on the time and frequency of your classes. Incorporate various activities and games such as Tic Tac Toe, Gusano, Dry/Erase boards, etc. Incorporate Los Lugares vocabulary on Day 2 or 3 of IR instruction to follow the Building Block Method®.

Target Language and Concepts:

Los Lugares (places)

la avenida	avenue	la iglesia	church
el café	café/small restaurant	el mar	sea
la calle*	street	el museo	museum
el campo	countryside	el océano	ocean
la casa	house	el parque	park
la casa de mi amigo/a	my friend's house	la plaza	plaza/city center
el cine	movie theater	la piscina	pool
la ciudad*	city	el pueblo	town
la escuela	school	el restaurante	restaurant
la estación de policía*	police station	el supermercado	supermarket
la fiesta	party	el teatro	theater
la finca	farm	la tienda	store

*los irregulares

Review: Definite Articles - THE

Parte A- **When do we use the following?

EL → Use "el" when the noun doesn't end in "A"

Ex: el museo

LA → Use "la" when the noun ends in "A"

Ex: la escuela

LOS → Use "los" when the noun doesn't end in "AS"

Ex: los campos

LAS → Use "las" when the noun ends in "AS"

Ex: las fincas

Procedure for LOS LUGARES Vocabulary:

1. Begin by handing out the new vocabulary to the students.
2. Individually or with a partner, ask the class to read the list and make note of cognates and words they recognize.
3. After a minute or two, ask for volunteers to point out the words they noted.
4. Introduce the first column of vocabulary and have the students write down the meanings on their lists as you go.
5. After the first column is complete, have the students repeat the words in Spanish after you to practice pronunciation.
6. Follow the same format for the following column.
7. Ask the students to come up with mnemonic devices or "silly clues," for some of the non-cognate terms, individually or with a partner. These could be related to how the word is spelled or sounds, etc. The sillier the clue the better and the more likely students are to retain the term. Be sure to note to the class that the clues need to be school appropriate. (An example would be, "la ciudad" → you might "see your dad" in the city.)
8. After a few minutes, take volunteers to share the mnemonic devices they came up with.
9. Now is a great time to play a vocabulary game. This could be a game like, Caramba or Pictionary. Whichever you choose, be sure the students have their new notes in hand to reference.
10. To reinforce today's new material, assign students Práctica I, the vocabulary flashcards. Make copies on darker paper. The assignment would be for students to write the new Spanish terms on the other side using their notes for spelling, cut them apart and practice them for homework.
11. Use the **Student Resource Page-Review Notes on Definite Pronouns**, within the first or second class with this new vocabulary to review definite pronouns. Have students write in when to use each pronoun in simple terms on the spaces provided at the top. For example, *el* → when the word doesn't end in an "a"; *la* → when the word ends in an "a"; *los* → when the word doesn't end in "as"; *las* → when the word ends in "as". Remind students that there are irregulars that do not follow the rules. Also review adding "es" to nouns that end in consonants using this sheet.
12. Continue to review los lugares vocabulary for 4-5 days depending on the time and frequency with each class. Incorporate a variety of games and activities as well as the verb IR into daily lessons for this unit. Utilize the included homework assignments and project idea as well as the other resources that are provided.

Reinforcement Ideas for teaching IR and Lugares:

Individual Student Activities:

- Creation of flashcards- lugares vocabulary*
- Flashcard practice
- Coming up with mnemonic devices for lugares vocabulary

Pair Activities:

- Tic Tac Toe* (write the verb IR with various pronouns or lugares vocabulary in each space)
- Connect 4* (write the verb IR with various pronouns or lugares vocabulary in each space)

- Memory* (using two sets of lugares flashcards with one side left blank)
- Partner Dry/Erase boards (create a list of questions and answers for IR and lugares vocabulary so students can quiz each other)
- Pictionary using dry/erase boards (have students draw objects that represent a place from the vocabulary list)
- Mata la mosca (this would work for forms of IR or lugares)
- Dice Activity (included)

Small Group Activities:

- Gusano game* (fill in with lugares vocabulary or IR and pronouns)
- Caramba vocabulary game* (Create using two sets of flashcards with one side left blank and add 4 caramba cards per deck)
- Scrabble* (with lugares vocabulary)

Large Group Activities:

- Chant/Clap out forms of IR. Get faster and slower to add variety.
- Jeopardy review game in groups (create sentences using IR and lugares and have the groups try to write them on dry/erase boards without notes)
- Tómallo flashcard race* (lugares flashcards)
- Around the World (IR and pronouns or lugares)
- Card Pass using index cards (write lugares vocabulary on the cards. Then use "¿Adónde vas? / Yo voy a...")
- Who has, I have activity (lugares vocabulary)

Advanced Classes and Heritage Speakers

- Encourage native speakers to share other words they may have for the lugares vocabulary
- Included are 3 more challenging homework or in-class activities for heritage speakers. Please see Prácticas A, B and C.

***Note: Games and Activities listed above that have a (*) next to them, coincide with blank templates in the Activity Book.**

Assessment Opportunities and Extensions: There are several practice sheets, activities, a quiz, a test and a project included in this unit.

El Proyecto- There are two project options. Use the option that makes the most sense for your class and grade level. Advanced classes and heritage speakers should complete the more challenging "Proyecto B." Choose to have students present their maps orally and/or submit them as a project/test score. The "Peer Edit" and "Práctica IV" can be used with either project choice.

Advanced Classes and Heritage Speakers: There are three more challenging homework or in-class discussion starters included within this unit titled, "Práctica A, B, C"

Student Resource Page- El Verbo "IR"

Nombre: _____

Part 1: Review the Spanish pronouns by writing in their meanings in the chart below.

Spanish Pronouns

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

Part 2: Listen to your teacher and fill in the forms of IR in the chart.

IR- to go

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Part 3: IR + A(L)- Listen to your teacher and fill in the blanks.

1. A = _____

2. I go to the school. _____

***When the noun is masculine, A + EL = AL (to the)**

3. We go to the park. _____

la avenida		la iglesia	
el café		el mar	
la calle*		el museo	
el campo		el océano	
la casa		el parque	
la casa de mi amigo/a		la plaza	
el cine		la piscina	
la ciudad*		el pueblo	
la escuela		el restaurante	
la estación de policía*		el supermercado	
la fiesta		el teatro	
la finca		la tienda	

*los irregulares

Nombre: _____

Student Resource Page: REVIEW: Definite Articles - THE

Parte A- **When do we use the following?

EL → _____ Ex: _____ museo

LA → _____ Ex: _____ escuela

LOS → _____ Ex: _____ campos

LAS → _____ Ex: _____ fincas

Parte B-

1. _____ casa
2. _____ pueblo
3. _____ ciudad*
4. _____ piscinas
5. _____ campo
6. _____ calle *
7. _____ museos
8. _____ escuela
9. _____ fincas
10. _____ plaza
11. _____ restaurantes
12. _____ estación de policía*

Parte C-

1. the farms _____
2. the churches _____
3. the parks _____
4. the towns _____
5. the houses _____

Parte D- When a noun ends in a consonant, you must add **ES** to make it plural.

1. el mar → los _____
2. la ciudad → las _____
3. la estación → las _____

los nombres _____

Partner Activity - IR + A (Materials Needed: one die and one copy per pair)

Parte 1- Fill in the forms of IR with your partner.

IR- _____ + a _____ "AL" _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Parte 2- Roll the die. Create a sentence using the pronoun and place below that coincide with the number you roll. Tell your partner about who is going to either the park or the school.

REMEMBER!! A + EL = AL



la escuela

- 1- yo (school)
- 2- ella (park)
- 3- nosotros (park)
- 4- usted (school)
- 5- vosotros (school)
- 6- tú (park)



el parque

Parte 3- After you and your partner each roll the die 5 times, take turns writing down one of the sentences that you shared in español.

1. _____

2. _____

Práctica I: IR+A(I)

Nombre: _____

Parte 1: Fill in the chart using your notes.

IR- _____ + a _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Parte 2- Use the chart to translate into Spanish. Remember: a + el = AL !

1. I go to the park. _____
2. They go to the school. _____
3. She goes to the park. _____
4. You all (formal) go to the school. _____
5. You (inf.) go to the park. _____
6. We go to the school. _____
7. You all (inf.) go to the park. _____
8. They (female) go to the school. _____

Nombre: _____ **Mini-Prueba: IR**

Parte 1: Define and fill in the forms of IR in the chart: (8)

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Parte 2: Translate into Spanish: (6)

1. We go to the park. _____

2. They go to the school. _____

Nombre: _____ **Mini-Prueba: IR**

Parte 1: Define and fill in the forms of IR in the chart: (8)

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Parte 2: Translate into Spanish: (6)

1. We go to the park. _____

2. They go to the school. _____

Nombre: _____

KEY

TOTAL: ____/14

PERCENTAJE: ____%

Mini-Prueba - IR

Parte 1: Define and fill in the forms of IR in the chart: (8)

yo	voy	nosotros	vamos
tú	vas	vosotros	vais
él/ella/ usted	va	ellos/ellas ustedes	van

Parte 2: Translate into Spanish: (6)

1. We go to the park. Nosotros vamos al parque.
2. They go to the school. Ellos van a la escuela.

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

avenue	café/ small restaurant	ocean	movie theater
street	sea	my friend's house	city
countryside	house	museum	park
church	party	plaza/ city center	school
farm	pool	police station	town
restaurant	supermarket	theater	store

Partner Activity: Vocabulario

Nombre: _____

Antonio is visiting Puerto Rico and goes to many places during his trip. Write the Spanish places based on the clues provided, using perfect spelling. Some clues may have more than one correct answer. Try not to use any words twice.

Antonio...

1. buys eggs and milk _____
2. pets a cow _____
3. goes swimming at the hotel _____
4. fishes for mackerel _____
5. sees a play _____
6. swings on a swing _____
7. sees works of art and history _____
8. watches a movie _____
9. eats a quick lunch _____
10. visits a very small town _____
11. swims with the dolphins _____
12. buys souvenirs _____
13. goes home _____
14. dines for dinner _____
15. celebrates a birthday _____
16. visits a friend _____
17. goes to wedding _____
18. gets lost and asks for help _____
19. sits in on a 3rd grade class _____
20. people watches on a bench _____



TOTAL: ____/10

PERCENTAJE: ____%

Nombre: _____

Mini-Prueba- Los Lugares

Write the Spanish places below. Do your best with spelling. Use el or la.

1. farm _____ 6. store _____

2. church _____ 7. town _____

3. city _____ 8. countryside _____

4. street _____ 9. pool _____

5. museum _____ 10. sea _____

TOTAL: ____/10

PERCENTAJE: ____%

Nombre: _____

Mini-Prueba- Los Lugares

Write the Spanish places below. Do your best with spelling. Use el or la.

1. farm _____ 6. store _____

2. church _____ 7. town _____

3. city _____ 8. countryside _____

4. street _____ 9. pool _____

5. museum _____ 10. sea _____

Nombre: _____

TOTAL: ____/10

PERCENTAJE: ____%

KEY

Mini-Prueba- Los Lugares

Write the Spanish places below. Do your best with spelling. Use el or la.

1. farm la finca

6. store la tienda

2. church la iglesia

7. town el pueblo

3. city la ciudad*

8. countryside el campo

4. street la calle*

9. pool la piscina

5. museum el museo

10. sea el mar

Práctica III: "IR" y Lugares

Nombre: _____

Part 1: Fill in the chart using your notes.

IR: _____ **a:** _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Part 2- Use the chart and your notes on places to translate into Spanish.

***Remember: a + el = AL !**

- I go to my friend's house. _____
- The girls go to the ocean. _____
- Ana goes to the plaza. _____
- You all (formal) go to the restaurant. _____
- You (inf.) go to the supermarket. _____
- Carlos and I go to the theater. _____

Part 3- Answer the question below using the word in parenthesis in your answer.

Ejemplo: ¿Adónde vas? (park) → Yo voy al parque.

- ¿Adónde vas? (town) _____
- ¿Adónde vas? (school) _____

Práctica III: ¿Adónde vas?

Nombre: _____

Answer the questions in complete sentences in Spanish using the place in parenthesis in your answer.

Ejemplo: ¿Adónde vas? (town) → *Yo voy al pueblo.*

1. ¿Adónde vas? (city) _____

2. ¿Adónde vas? (school) _____

3. ¿Adónde vas? (police station) _____

4. ¿Adónde vas? (sea) _____

5. ¿Adónde vas? (plaza) _____

6. ¿Adónde vas? (pool) _____

7. ¿Adónde vas? (supermarket) _____

8. ¿Adónde vas? (friend's house) _____

9. ¿Adónde vas? (church) _____

10. ¿Adónde vas? (countryside) _____

Nombre: _____

Práctica A: Contesta en español en frases completas usando las palabras en paréntesis.

1. ¿Vas al parque? (no)

2. ¿Adónde van ustedes? (the store)

3. ¿Van ustedes a la piscina? (sí)

4. ¿Adónde vas? (the church)

5. ¿Vais a la fiesta? (no)

6. ¿Adónde va usted? (my friend's house)

7. ¿Vas a la estación de policía? (sí)

8. ¿Adónde vais? (the movie theater)

9. ¿La clase va a la escuela tarde? (no)

10. ¿Adónde vas? (the museum)

Nombre: _____

Práctica B: Contesta en español en frases completas.

1. ¿Qué te gusta más, el mar o las montañas? ¿Por qué?

2. ¿Prefieres vivir en una ciudad o en el campo? ¿Por qué?

3. ¿Qué te gusta hacer en tu pueblo o ciudad?

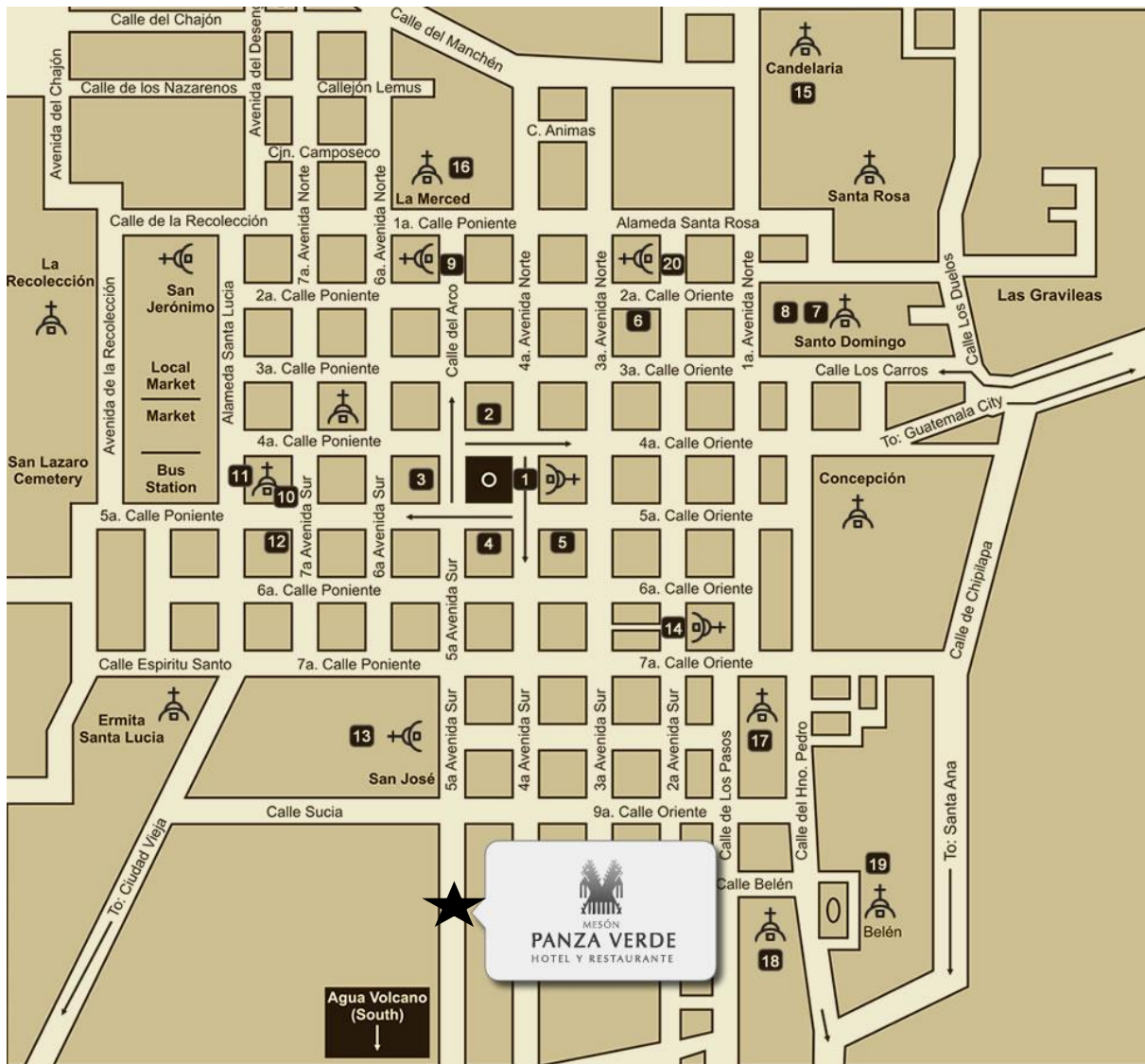
4. ¿Te gustaría vivir en una finca con animales? ¿Por qué?

5. ¿Dónde quieres ir en el mundo? ¿Por qué?

Práctica C

Nombre: _____

Sólo tienes un día en la ciudad interesante de Antigua, Guatemala. Empieza en el la estrella en tu hotel, La Panza Verde y dibuja una línea hasta 5 lugares donde quieres visitar. Después, usa una hoja de papel y escribe un párrafo en español describiendo tu día en la ciudad.



- | | | |
|----------------------------|-------------------------|----------------------|
| 0 Parque Central | 7 Santo Domingo Church | 14 Santa Clara |
| 1 La Catedral | 8 Santo Domingo Museums | 15 La Candelaria |
| 2 Palacio del Ayuntamiento | 9 El Arco (The Arch) | 16 La Merced |
| 3 Portal del Comercio | 10 San Agustín | 17 San Francisco |
| 4 Palacio de Los Capitanes | 11 POST office | 18 Escuela de Cristo |
| 5 Museo Colonial | 12 El Sitio Cultural | 19 Belén Church |
| 6 INGUAT | 13 San José El Viejo | 20 Capuchinas |

TOTAL: _____/30
PERCENTAJE: _____%

Nombre: _____

El Proyecto A: Mi Ciudad

You will be creating your own city map!

The map must include the following:

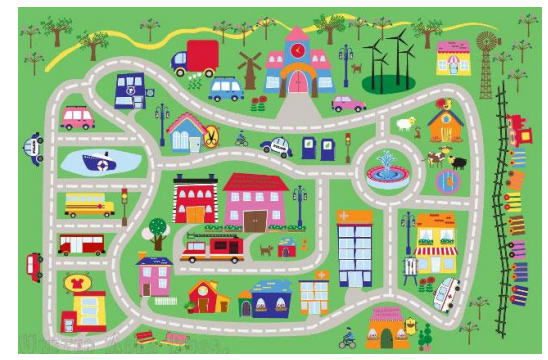
- A name for your city in Spanish
- 10 or more places labeled in Spanish (with correct spelling)
- A symbol on each building making the place obvious (cross for the church, etc)
- 3 or more streets with names in Spanish using this format: la avenida _____ OR, la calle _____)
- Neatly typed or written labels and color drawings or pictures.

El Rúbrico -

The city has a name in Spanish with correct spelling	5	4	3	2	1	0
The city includes 10 or more labeled places	5	4	3	2	1	0
Each place on the map has a symbol	5	4	3	2	1	0
The map has 3 or more streets labeled in Spanish	5	4	3	2	1	0
The project is colorful and neatly completed	5	4	3	2	1	0
Spanish spelling and grammar is correct	5	4	3	2	1	0

Total: _____ /30

Comments:



Nombre: _____

TOTAL: _____/30
PERCENTAJE: _____%

El Proyecto B: El Mapa Real

You will be creating a map of a Spanish-speaking city!

Use the internet and books to research a city in the Spanish-speaking world. Make a map for your chosen city, include 10 top places to visit and label them on a map.

The map must include the following:

- The name of your city in large print with correct spelling
- 10 or more top places to visit labeled in Spanish (with correct spelling)
- A symbol on each place making the meaning obvious (cross for the church, etc)
- 3 or more streets with names in Spanish using this format:
(la avenida _____, la calle _____, etc)
- Neatly typed or written labels and color drawings or pictures.

El Rúbrico -

The city has a name in Spanish with correct spelling	5	4	3	2	1	0
The city includes 10 or more labeled places	5	4	3	2	1	0
Each place on the map has a symbol	5	4	3	2	1	0
The map has 3 or more streets labeled in Spanish	5	4	3	2	1	0
The project is colorful and neatly completed	5	4	3	2	1	0
Spanish spelling and grammar is correct	5	4	3	2	1	0

Total: _____ /30

Comments:



Nombre: _____

El Proyecto- Peer Edit

Have three classmates check your map and fill out the rubrics below. After you get your project back, take a few minutes to make corrections if needed before handing in your final project.

The city name is in Spanish with correct spelling	5	4	3	2	1	0
The city includes 10 or more labeled places	5	4	3	2	1	0
Each place on the map has a symbol	5	4	3	2	1	0
The map has 3 or more streets labeled in Spanish	5	4	3	2	1	0
The project is colorful and neatly completed	5	4	3	2	1	0
Spanish spelling and grammar is correct	5	4	3	2	1	0

Checked by _____

The city name is in Spanish with correct spelling	5	4	3	2	1	0
The city includes 10 or more labeled places	5	4	3	2	1	0
Each place on the map has a symbol	5	4	3	2	1	0
The map has 3 or more streets labeled in Spanish	5	4	3	2	1	0
The project is colorful and neatly completed	5	4	3	2	1	0
Spanish spelling and grammar is correct	5	4	3	2	1	0

Checked by _____

The city name is in Spanish with correct spelling	5	4	3	2	1	0
The city includes 10 or more labeled places	5	4	3	2	1	0
Each place on the map has a symbol	5	4	3	2	1	0
The map has 3 or more streets labeled in Spanish	5	4	3	2	1	0
The project is colorful and neatly completed	5	4	3	2	1	0
Spanish spelling and grammar is correct	5	4	3	2	1	0

Checked by _____

Nombre: _____

Práctica IV- El Proyecto

Use your completed Map Project to write 10 sentences below.

Start the sentences with each of the 10 Spanish pronouns one time each, with the verb IR.

Include each of your 10 of your locations on your map in your sentences one time each.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Nombre: _____

Práctica V: REVIEW SHEET- IR y lugares

Parte 1- Review the pronouns by writing the English meanings for the Spanish pronouns below. Be sure to include "formal" and "informal" when needed.

Spanish Pronouns

yo _____	nosotros _____
tú _____	vosotros _____
él _____	ellos _____
ella _____	ellas _____
usted _____	ustedes _____

Parte 2- Define IR, and write in the forms of IR for the pronouns below.

ir- _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Parte 3- Write in Spanish.

1. I go. _____
2. We go. _____
3. You all (formal) go. _____
4. Anita goes. _____

Parte 4- Fill in the chart again with the definitions and forms of IR.

IR- _____ + a _____

yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Parte 5- Use the chart to create sentences below in Spanish. *Don't forget: a + el = al

1. I go to my friend's house.

2. The students go to school.

3. You all (formal) go to the police station.

4. You (inf.) go to theater.

5. Luis and I go to the city.

6. You all (inf.) go to pool.

7. They (female) go to park.

Parte 6- Answer the question in a complete sentence using the place in parenthesis in your answer.

Ejemplo: ¿Adónde vas? (café) → Yo voy al café.

1. ¿Adónde vas? (museum) _____

2. ¿Adónde vas? (movie theater) _____

3. ¿Adónde vas? (restaurant) _____

Nombre: _____

Examen- IR, Lugares

Part 1- Define and write the forms of IR for the pronouns below. (8)

	ir- _____	a- _____	
yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas ustedes	

Part 2- Translate into Spanish using the chart of IR. (15)

- Anita and I go to the park. _____
- You (inf.) go to the school. _____
- They (female) go to museum. _____
- You all (inf.) go to the police station. _____
- Carlos and Eva go to the city. _____

Part 3- Answer the question in a complete sentence using the place in parenthesis in your answer. (12)

- ¿Adónde vas? (farm) _____
- ¿Adónde vas? (countryside) _____
- ¿Adónde vas? (sea) _____
- ¿Adónde vas? (pool) _____

Check In: Did you study for this test? How long? How is class going for you?

Nombre: _____

TOTAL: ____/35

PERCENTAJE: ____%

KEY Examen: IR, Lugares

Part 1- Define and write the forms of IR for the pronouns below. (8)

ir- to go a- to

yo	voy	nosotros	vamos
tú	vas	vosotros	vais
él/ella/ usted	va	ellos/ellas ustedes	van

Part 2- Translate into Spanish using the chart of IR. (15)

- Anita and I go to the park. Anita y yo vamos al parque.
- You (inf) go to the school. Tú vas a la escuela.
- They (female) go to museum. Ellas van al museo.
- You all (inf) go to the police station. Vosotros vais a la estación de policía.
- Carlos and Eva go to the city. Carlos y Eva van a la ciudad.

Part 3- Answer the question in a complete sentence using the place in parenthesis in your answer. (12)

- ¿Adónde vas? (farm) (Yo) voy a la finca.
- ¿Adónde vas? (countryside) (Yo) voy al campo.
- ¿Adónde vas? (sea) (Yo) voy al mar.
- ¿Adónde vas? (pool) (Yo) voy a la piscina.

E. Cardinal Numbers Through 100, Bargaining Terms

These lessons focus on cardinal numbers and provide practice with counting from 16-100. Numbers 16-30 are review from previous units but are included again here. (An optional extension for numbers 100-1,000,000 is included in the materials for this unit to be used for advanced programs that meet many times per week.)

Prep: 10 minutes

Materials: ball, stuffed animal, or other soft, tossable object; copies of Student Resource Pages; Práctica I/flashcards copied on darker colored paper; poster of the numbers 0-100 (by tens after treinta), two fake or old telephones for Teléfono activity.

Target Vocabulary and Concepts

dieciséis	sixteen	veinticuatro	twenty-four	treinta y dos	thirty-two
diecisiete	seventeen	veinticinco	twenty-five	cuarenta	forty
dieciocho	eighteen	veintiséis	twenty-six	cincuenta	fifty
diecinueve	nineteen	veintisiete	twenty-seven	sesenta	sixty
veinte	twenty	veintiocho	twenty-eight	setenta	seventy
veintiuno	twenty-one	veintinueve	twenty-nine	ochenta	eighty
veintidós	twenty-two	treinta	thirty	noventa	ninety
veintitrés	twenty-three	treinta y uno	thirty one	cien	one hundred
¿Cuánto cuesta?	How much does it cost?	¡Qué caro!	How expensive!	ciento uno	one hundred one
¿Cuánto cuestan?	How much do they cost?	¡Qué barato!	How cheap!	¡Es una ganga!	It's a bargain!

Review:

"Hay" means: there is or there are

When used as a question, "hay" means: Is there? or Are there?

It is pronounced: eye

- Students will understand the patterns in forming numbers in Spanish.
- Students will understand the role of bargaining in *mercados* in many Latin American countries.
- Students will review the use the word "hay" to describe the number of classroom objects.

Procedure:

1. Get the class energized by reviewing the numbers 0-30. Gather students into a circle and start a counting challenge. Students will toss a soft ball from one person to the next, counting in order. (Once a student has caught the ball and passed it on, s/he should put his or her hands behind his/her back so that all students have a chance to catch the ball and practice counting. Also, establish rules for safe tosses, such as "underhand throws only.") Once students have gotten to fifteen, either have them start over again at zero or for an additional challenge, count backwards down to zero.
2. Tell the students that they will be learning the numbers all the way up to 100. Explain that they have already learned the most difficult part of the numbering system (0-15) and that it is pattern-based from here on. Numbers 16-30 are included on the Student Resource Page as a review.
3. Go over the vocabulary list on the student resource page with students as well as the *Pistas* (a complete Teacher Key for the *Pistas* is included in this lesson).
4. Ask them 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 in order to understand why these words mean the numbers they do; try linking: *treinta/tres*, *cuarenta/cuatro*, *cincuenta/cinco*, etc.
5. Be sure to review and point out the accents on 16, 22, 23, and 26; Ask students to highlight these words in their vocabulary list.
6. Also explain that 100 is *cien* when it's 100 even, but it's *ciento* when it's more than 100: *ciento uno*, *ciento cincuenta*, *ciento veintidós*, etc. (Students have a space to write down this information about 100 on their resource pages.)
7. Reintroduce the word "hay" and how to use it with numbers and classroom objects as an example.
8. Hold up/Point to various classroom objects in the room. For example, "Hay tres plumas," and "Hay cuatro ventanas."
9. Challenge students to make their own "hay" statements about classroom objects.
10. Use "Whole Class Activity- Teléfono" included in this unit to wrap up today's lesson. Read the directions aloud with your students 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).
11. Model the question and how to answer using the format provided.

12. 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.
13. 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.
14. Whichever student is called should raise their hand and a short conversation should take place using the pretend phones/hands. ("Hola. ¿Cómo estás?, etc")
15. Then, say the number that was called in Spanish in English so students can check their work.
16. The student who was called should then call one of the numbers aloud from his/her sheet.
17. Continue this activity as time permits. If students are only calling others from the same gender, instruct the next student to call the someone from the opposite gender (they should have an option on their sheet if they followed that rule).
18. 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.

Reinforcement Activities:

Number Races: You may play this game like you did for the warm up for this lesson, but now counting to one hundred. Similarly, you might have students count off as you move up and down the rows of the classroom and time them to see how long it takes them to get all the way around the room. Change the number where you start, have them count by twos, threes, fives, tens, or backwards! See which way they can count the fastest and keep challenging them to beat their last record.

Variation: BUZZ! In this game, you vary the number races by making one number a BUZZ number. If the number you choose is 7, for example, every person who has a number with 7 in it (7, 17, 27, 37, etc.) must yell BUZZ! instead of saying the number when it is his/her turn. For students who are good at math, use multiples instead: multiples of 3 would mean that 3, 6, 9, 12, 15, 18, etc. would all be buzzed, and multiples of 5 would mean that every number ending in a 5 or a 0 would be buzzed.

Lotería: Use the *Lotería* board provided in the Materials Appendix of this book to play Spanish Bingo. Have students fill a blank board with numbers they choose, then pick numbers and call them off while students mark the numbers they have using dry beans or other markers. To win, students need to get a line all the way across the board. When they believe they have *lotería*, they should call out "¡Yo lo tengo!" or "¡Lotería!" Check their comprehension by asking them to read off their winning numbers.

The Price is Right: This game is similar to *The Price is Right*. To play, you will need to bring in a variety of advertisements taken from flyers for objects that cost less than \$100.00. Mount them on construction paper ahead of time and write the advertised price on the back of each paper. To play, divide your class into teams of 4 students. If you chose objects that cost less than \$1 or only a few dollars, you will need to teach your class how to express dollars and cents in Spanish in order to make

the game more competitive: "_____ dólares y _____ centavos." Challenge the first group to guess the price in Spanish of the object shown and write their guess on the board. Ask the next group if they believe the real price is "más" or "menos." After they answer that question, have them give you their estimate and write it on the board. Continue until all groups have given their guesses and then reveal the true price. Award a point to the group that guessed the closest without going over the real price.

Art reinforcement: Bring in a poster or a picture which depicts vocabulary students know. Ask them questions about the picture: "¿Cuántas sillas hay? ¿Hay siete estudiantes?"

Before and After Scenes: This one can be fun to set up before class. As students enter, have them study a scene you have created with tangible objects for which students know the vocabulary—notebooks, pencils, chairs, etc. Ask them to look closely, then have them close their eyes. Rearrange the scene and remove or add some objects. Ask them to tell you what is different, focusing on numbers of things and what is present rather than locations. For example, you may have moved the pencils around, but that is a distraction technique to draw attention from the fact that you added 2 pencils. Students will use constructs such as "Hay [number] [object]," "No hay [object]," and you may even choose to teach them "Había(n) [number] [object]." Additionally, you may divide the class into teams or pairs for this activity and give them time to write their answers down before you see which team gets the most right.

Variation: Pack a backpack full of supplies paper, pen, book, etc, in varying numbers. Show all of the objects to the class. Then send one student out of the classroom and remove one of the objects. When the student comes back the whole class says, "¿Que falta?" and the student will guess.

Extensions/Assessment Opportunities:

¡OJO! Please note that several of the extensions for this lesson integrate many different skills and draw from a variety of vocabulary from this unit. You may need to consider what other lessons need to be completed before planning these activities in order to maximize the experience for students.

Mercado: If there is one near you, try to arrange a field trip to a *mercado*. If not, bring in samples of tropical fruits for students to try: papaya, mango, banana, coconut, guava, cherimoya, passion fruit, etc. If you cannot find them at your regular grocery store, try a Latino or Asian grocer. Consider setting up a market in the classroom, putting different students in charge of being "vendors" of different fruits and having all students practice bargaining in Spanish so they can "buy" and "sell" their produce! (Use bingo chips or other small markers as currency.) If you want to expand the *mercado*, provide handicrafts for students to role-play selling as well or let your students role-play selling some of their class art projects!

Cantina: Students divide into groups and each group is responsible for creating a Mexican cantina or street corner food vendor. Students should design menus and signs, including prices and illustrations. Finally, students may role-play visiting the different restaurants, ordering food, and paying their bills.

(You may even decide to bring in some real tasty snacks, or have students provide them.) This is a great opportunity to talk about the cultural aspects of street food, and how it can be some of the most delicious and freshest food in Mexico—just watch for where the local people are eating, as they'll know where the food is both safe and tasty. Discuss common street food such as *sno-cone raspados*, *refrescos* in plastic baggies with straws, *maduros* (caramelized bananas), *chicharrones* (pork rinds), *elotes* (corn on the cob, often with mayo, lime, and chili sauce), *tacos*, and *tamales*, for starters. More information about street foods can be found with a basic web search. Additionally, you can use this activity to talk about Mexican currency.

A test is included in this lesson. Consider adding a cultural question or two about Mexico for extra credit based on what reinforcement and extension activities you have been using. Also, a *Nota Cultural* about money is included for you to print on the back side of the quiz for students who finish early.

Also, consider giving an informal assessment during the middle of the unit and counting it as a quiz grade. Tell the students the day before to ensure it isn't a surprise assessment. Have them use a piece of paper and write the number you say in Spanish in digits. For example, if you say, "diecisiete," students would write "17" on their paper. Students could even trade papers and grade another classmate's work for such an assessment making it even easier for recording grades.

Optional Extension: Numbers 100-1,000,000- Included in this unit is a Student Resource Page for these numbers. This is meant for advanced students, heritage speakers and programs that meet many times per week. Numbers after 100 are not included in the practice pages nor the assessments. (**Nota Cultural:** In many South American countries, decimals and commas are switched for numbers. For example, \$5.45 is written \$5,45. Meanwhile, the number 100,000 is written 100.000.)

Making it Big: Student Resource Page for Numbers 16-100 Nombre: _____

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

dieciséis		veinticuatro		treinta y dos	
diecisiete		veinticinco		cuarenta	
dieciocho		veintiséis		cincuenta	
diecinueve		veintisiete		sesenta	
veinte		veintiocho		setenta	
veintiuno		veintinueve		ochenta	
veintidós		treinta		noventa	
veintitrés		treinta y uno		cien	
¿Cuánto cuesta?		¡Qué caro!		ciento uno	
¿Cuánto cuestan?		¡Qué barato!		¡Es una ganga!	

REPASO:

"Hay" means: _____ or _____

When used as a question, "hay" means: _____ or _____

It is pronounced: _____

After 15, the numbers become very pattern-based, so you really only have to learn a few words. The only real exception is 100. What does your teacher say about 100?

Student Resource Page for Numbers 16-100, ct'd Nombre: _____**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 an accent to show it's pronounced *dieciSEIS*, how would it be pronounced?
_____.

One last thing: Note that it's 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*.

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 have accents. What are they?

Pista 3: Numbers 30-99

After thirty, everything gets very simple. We keep following the pattern we've seen, but we don't have any accents or spelling changes to worry about. All of these numbers stay as three separate words. No shortcuts exist. It's just thirty, thirty and one, thirty and two, thirty and three, and on and on.

treinta, treinta y uno, _____, _____...

The forties? *Cuarenta y uno, cuarenta y dos, etc.* Same for the fifties, the sixties, the seventies, eighties, and nineties.

TEACHER KEY for Student Resource Page for Numbers 16-100, ct'd

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 is very similar!

At sixteen, we get this:

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 **second-to-last** syllable (think about words like *libros*, *clases*, *tienes*).
- ❖ without writing an accent to show it's pronounced *dieciSEIS*, how would it be pronounced? ***dieCIseis***. TIP: students understand this better if you move your body to emphasize the stress.

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*.

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?

veintidós ***veintitrés*** ***veintiséis***

Pista 3: Numbers 30-99

Once we hit thirty, everything gets very simple. We keep following the pattern we've seen, but we don't even have any accents or spelling changes to worry about. All these numbers stay as three separate words, too. No shortcuts exist. It's just thirty, thirty and one, thirty and two, thirty and three, and on and on.

treinta, *treinta y uno*, ***treinta y dos***, ***treinta y tres***...

The forties? *Cuarenta y uno*, *cuarenta y dos*, etc. Same for the fifties, the sixties, the seventies, eighties, and nineties.

Optional Extension

Nombre: _____

Student Resource Page: Numbers 100-1,000,000

100		1,000	
101		1,010	
200		1,842	
300		2,000	
400		10,000	
500		15,000	
600		100,000	
700		500,000	
800		708,314	
900		1,000,000	

Práctica:

693 _____

1,921 _____

11,084 _____

25,513 _____

130,450 _____

529,810 _____

951,390 _____

1,815,033 _____

KEY Student Resource Page: Numbers 100-1,000,000

100	cien	1,000	mil
101	ciento uno	1,010	mil diez
200	doscientos	1,842	mil ochocientos cuarenta y dos
300	trescientos	2,000	dos mil
400	cuatrocientos	10,000	diez mil
500	quinientos*	15,000	quince mil
600	seiscientos	100,000	cien mil
700	setecientos*	500,000	quinientos mil
800	ochocientos	708,314	setecientos ocho mil trescientos catorce
900	novcientos*	1,000,000	un millón

Práctica:

693 seiscientos noventa y tres

1,921 mil novecientos veintiuno

11,084 once mil ochenta y cuatro

25,513 veinticinco mil quinientos trece

130,450 ciento treinta mil cuatrocientos cincuenta

529,810 quinientos veintinueve mil ochocientos diez

951,390 novcientos cincuenta uno mil trescientos noventa

1,815,033 un millón ochocientos quince mil treinta y tres

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

10	11	12	13	14
15	16	17	18	19
20	21	22	27	30
31	32	40	50	60
70	80	90	100	101
It's a bargain!	How expensive!	How much does it cost?	How much do they cost?	How cheap!

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 16-100

Nombre: _____

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

a.) 20 _____

b.) 16 _____

c.) 22 _____

d.) 30 _____

e.) 45 _____

f.) 24 _____

g.) 99 _____

h.) 83 _____

i.) 70 _____

j.) 26 _____

k.) 51 _____

l.) 72 _____

m.) 19 _____

n.) 60 _____

o.) 39 _____

p.) 80 _____

q.) 100 _____

r.) 11 _____

s.) 102 _____

t.) 90 _____

u.) 14 _____

v.) 82 _____

w.) 94 _____

x.) 50 _____

y.) 68 _____

z.) 15 _____

Listening Activity/Mata La Mosca

Nombre: _____

Option 1: Highlight the numbers you hear your teacher say aloud.

Option 2: Race against a partner to highlight the number you hear before he/she can. Use two different colored markers. The person with the most numbers highlighted at the end is the winner.

16 19 32 44 100 29**79 41 18 24 75****50 67 88 21 14 30****90 52 11 4 0****70 7 15 26 99 2****81 60 37 58 10**

Práctica III: Números y HAY

Nombre: _____

Part I: Translate into English.

1. ¿Cuántos libros hay? _____
2. Hay treinta y dos papeles en la clase. _____
3. ¿Cuántas mochilas hay? _____
4. Hay setenta y ocho sillas. _____
5. ¿Hay tarea? _____

Part II: Conteste las preguntas con oraciones completas (complete sentences). Make sure to write out the word for the number instead of using numerals.

1. ¿Cuántos lápices hay en la foto (*in the picture*)?

2. ¿Cuántos borradores hay en la foto?

3. ¿Cuántas luces hay en esta aula?

4. ¿Cuántos bolígrafos hay en tu mochila?

5. ¿Hay una profesora en tu clase? _____



Part III: Translate the following sentences to Spanish.

1. Is there a pencil sharpener? _____
2. Is there homework? _____
3. There are thirty two students in the class.

4. Are there girls in the class? _____
5. There are ninety eight papers. _____

Práctica IV: Los Números 16-100

Nombre: _____

Diego is visiting an Ecuadorian mercado shopping for souvenirs. Translate the dialogue he is having with a merchant below.

1. Diego: --¡Hola! ¿Qué tal? _____

2. Merchant: --Buenos días, señor. _____

3. Diego: --¿Cuánto cuestan las plumas?



4. Merchant: --Las plumas cuestan dos dólares. _____

5. Diego: --¡Ay! ¡Qué caro! _____

6. Merchant: --No, señor. Es una ganga. _____

7. Diego: --Yo tengo un dólar. ¿Está bien por una pluma?

8. Merchant: --Bueno, un dólar está bien. _____

9. Diego: --Muchas gracias. _____

10. Merchant: De nada. Adiós. _____

11. Diego: --Chao. _____

Nota Cultural:

In Ecuador, the national currency changed to the U.S. dollar in the year 2000. Before the conversion, the country used the "sucre" in which: **1 US dollar = 25,000 sucres**

*About how much would 10,000 sucres equal in U.S. dollars? _____

Along with Ecuador, there are several countries that choose to use currency from the United States, including Panamá and El Salvador.



Partner Activity-Números/Age

Persona A

Nombre: _____

Question: ¿Cuántos años tiene _____ name _____ ?

Answer: Él/Ella tiene _____ años.

Use the question above to ask your partner about the ages of the following people. Insert the names below in the blank and write the numbers you hear.

- 1. Mariana _____
- 2. Adela _____
- 3. Javier _____
- 4. Carlos _____
- 5. Silvia _____
- 6. Raúl _____

Answer using the format above and the information provided:

Jorge: 67	Luis: 89	Raquel: 100
Marta: 26	Carlota: 72	Lola: 15

Partner Activity-Números/Age

Persona B

Nombre: _____

Question: ¿Cuántos años tiene _____ name _____ ?

Answer: Él/Ella tiene _____ años.

Use the question above to ask your partner about the ages of the following people. Insert the names below in the blank and write the numbers you hear.

- 1. Carlota _____
- 2. Luis _____
- 3. Raquel _____
- 4. Jorge _____
- 5. Marta _____
- 6. Lola _____





Answer using the format above and the information provided:

Raúl: 76	Silvia: 23	Javier: 102
Carlos: 82	Mariana: 67	Adela: 17

Práctica V: Los Números 16-100

Nombre: _____

Part I: ¡Qué caro! You are shopping at a very expensive store. Use the prices provided to answer the following questions in complete sentences. Spell out the numbers in español.

 \$67	 \$79
 \$32	 \$43

1. ¿Cuánto cuesta la silla? _____
2. ¿Cuánto cuesta el bolígrafo? _____
3. ¿Cuánto cuestan las tijeras? _____
4. ¿Cuánto cuesta la mochila? _____

Part II: Your teacher is shopping for the next school year. Translate her shopping list to Spanish. Spell out all numbers.

- a.) 58 markers _____
- b.) 84 pencils _____
- c.) 100 notebooks _____
- d.) 23 student desks _____
- e.) 95 pencil erasers _____
- f.) 103 papers _____
- g.) 15 rulers _____



Nombre: _____

Examen: Los números 16-100

Listening: Write the numeral (31, 45, 67, etc.) for the Spanish number your teacher reads. (10)

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

Reading: Translate the following sentences from Spanish to English. (9)

- k) Mi padre tiene treinta y seis años _____
- l) Yo tengo veintidós compañeros de clase. _____
- m) Diego tiene diecisiete años. _____

Writing: Translate the following into Spanish. Write out the complete word for any numbers used. (16)

- n) seventy-eight pencils _____
- o) ninety-four notebooks _____
- p) sixty-two chairs _____
- q) eighty-three books _____
- r) twenty-six papers _____
- s) fifty-nine rulers _____
- t) one hundred four pens _____

Nombre: _____ **KEY**

Examen: Los números 16-100

Listening: Write the numeral (31, 45, 67, etc.) for the Spanish number your teacher reads. (10)

a) 92

b) 100

c) 16

d) 53

e) 26

f) 60

g) 71

h) 88

i) 20

j) 47

*Read the numbers in Spanish one by one to the class.

Reading: Translate the following sentences from Spanish to English. (9)

k) Mi padre tiene treinta y seis años. My father is 36 years old.

l) Yo tengo veintidós compañeros de clase. I have 22 classmates.

m) Diego tiene diecisiete años. Diego is 17 years old.

Writing: Translate the following into Spanish. Write out the complete word for any numbers used. (16)

n) seventy-eight pencils setenta y ocho lápices

o) ninety-four notebooks noventa y cuatro cuadernos

p) sixty-two chairs sesenta y dos sillas

q) eighty-three books ochenta y tres libros

r) twenty-six papers veintiséis papeles

s) fifty-nine rulers cincuenta y nueve reglas

t) one hundred four pens ciento cuatro plumas/bolígrafos

Nota Cultural: Dinero

Plata, lana, or whatever else it's called—it's "money" in Spanish. Dólares are U.S. dollars, and many Spanish-speaking countries have their own currency. In Mexico, it's the peso, in Costa Rica the colón, in Guatemala the quetzal, the lempira in Honduras, the boliviano in Bolivia, Cuban pesos in Cuba, and the bolívar in Venezuela.

When you travel to another country, you will need to change your dollars into the local currency. One dollar will not buy you one peso—how much you get for each dollar changes over time depending on the politics and economics of the country at the time. For example, in June 2017, one dollar could buy 18 pesos in Mexico.

Do some research online. How much can 18 pesos buy you at the grocery store? How do the prices of the following things compare in Mexico and the U.S.? Compare and contrast your city to *la Ciudad de México (el D.F.)*.

- a month of cell phone service
- a pair of tennis shoes
- a ticket to an evening movie
- a month's rent for a 1 bedroom apartment
- a pizza in a restaurant
- a city bus ride



F. ¿Por qué?: Question Words in Spanish

This lesson will give students interrogative vocabulary, highlight the necessary punctuation in questions, and expose students to useful questions.

Prep: 5 minutes

Materials: copies of Student Resource Pages and Práctica page, magnifying glass

Target Vocabulary and Concepts:

¿Por qué?	Why?	¿Cuál?	Which?
¿Cuándo?	When?	¿Cuánto/a?	How much?
¿Qué?	What?	¿Cuántos/as?	How many?
¿Dónde?	Where?	¿Cómo?	How?
¿Adónde?	To where?	¿Quién?	Who?
¿De dónde?	From where?	¿De quién	From whom?

Handy questions (Not required vocabulary; included for student reference.)

¿Qué es eso?	What is that?	¿De dónde eres?	Where are you from?
¿Quién es?	Who is it?	¿Cuánto cuesta?	How much does it cost?
¿Dónde está?	Where is it?	¿Cuántos hay?	How many are there?
¿Adónde vas?	Where are you (inf.) going?	¿Cómo se llama?	What is it called? What is his/her name?

Important helping words to remember:

de = from a = to en= in/on

Procedure:

1. For dramatic effect, come in with a magnifying glass and a sneaky attitude.
2. Walk around the classroom, peering intently under desks, in students' ears, etc. Once you have them all curious about what's going on, tell them that you have been looking for information, and that one of the most important keys to being a detective is knowing what questions to ask.
3. Tell them that today, you're going to give them the tools to learn to be language detectives and get the information they need in Spanish.
4. Give your students a 90-second challenge to individually brainstorm on a piece of scratch paper what questions they already know how to ask in Spanish.
5. At the end of the time, talk about what they remembered. If necessary, prompt them with phrases they have already studied, such as "¿Cómo te llamas?," "¿Cómo estás?," "¿De dónde eres?," "¿Qué día es hoy?" etc.
6. Explain that they will be learning the interrogative words today so they can make an infinite number of sentences.
7. Go over the vocabulary list on the resource page with students. As you practice pronunciation and give the translation, point out how they can tie these words to the questions they already know. For example, students may understand "¿Cómo te llamas?" as "What's your name?" However, it is better to understand it as "How do you call yourself?" in order to understand the structure of Spanish as well as better remember the meaning of *cómo*.
8. Fill in the "Important helping words" section with the students and explain how the word "de" is part of "De dónde" as well as "De quién." Add how "a" is part of "Adónde" and "en" is often linked with the question word, "Dónde." Describe how these words help provide clues since they often reappear in the answers. For example, "De dónde eres? → "Soy de Cuba."
9. Go over the Grammar Tips shown below as well, making sure students fill in the missing words on their sheets.

Grammar Tips! Escucha tu maestro y escribe las palabras que faltan (the missing words).

Pista 1 for Questions: Precede With Punctuation.

- ❖ Questions in Spanish let you know they're coming ahead of time. Do you see how each question starts with an upside-down question mark? Don't forget those!

Pista 2 for Questions: Always Add Accents.

- ❖ Sometimes, accents in Spanish don't actually change how you pronounce the word; they're just there so you know the difference in meaning between one word and another word spelled exactly the same way. The question words are a great example. See how they all have accents up there? **Whenever**

you use one of these words to ask a question, it has to have an **accent** in the right place.¹ (see footnote)

10. After the vocabulary list is complete, look at the “¡Pregúntame!” song with students and give them a moment to them fill in the blanks (marked on your copy with highlights). Check answers, and then, teach them the song to the tune of “Jingle Bells.” This is a really peppy song, and students often enjoy trying to sing it as fast as possible or in rounds once they’ve had some practice.

¿Por qué? - **why?**

¿Cuándo? - **when?**

¿Qué? - **what?**

¿Dónde? - **where?**

¿Cuánto? - **how much?**

¿Cómo? - **how?**

¿Quién? - means **who** (is there)?

Suggested Tarea: Students should create flashcards for homework on Day 1 of this unit to reinforce the terms. Make sure you stress the importance of accents marks and spelling on these cards. There are several other practice sheets included in this unit.

Reinforcement Activities:

Memoria: Ahead of time, you will need to prepare enough sets of cards (double the flashcards from Práctica I to make each set) to divide your class in groups of about 4 students. Half the cards should contain the English version of the question words and/or questions, and the other half should contain the Spanish version. Ideally, you will want a set of about 20-24 squares, for a total of 10-12 pairs. Students play like traditional *Memory*: taking turns flipping two cards and trying to get a match. The student who has the most matches when all the cards are gone, wins!

Quía: If you have access to a computer lab big enough for all the students, Quia.com has a number of instructor-created shared games for Spanish. Search the site to find one that suits you. There are several games for question words, including Hangman, Concentration, and Battleship.

¹ Eventually, you will start to see these words without accents, which just means that they’re probably being used in the answer! For example, in “¿**Adónde** vas?” (“**Where** are you going?”), *adónde* is being used to ask a question, so it needs an accent. However, in “Voy **adonde** fuimos ayer.” (“I am going **where** we went yesterday.”), you aren’t asking a question, so you don’t need an accent.

Daily check-in: You may choose to reinforce this vocabulary 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 es eso?”

Sentence scramble: Create sets of the question phrases to give to groups of about 4 students. If time is limited, have students create these. Give each group a few sentence strips (long, narrow strips of ruled paper of poster board-like thickness which most schools and teacher resource stores stock), have them copy a few questions you choose, then cut them apart, word by word. Students must reconstruct the questions in the correct order. (To make it more challenging, have students cut the punctuation off separately and do not capitalize the first word of the question.)

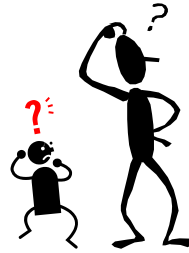
Assessment/Extension Opportunities:

Several practice sheets, a partner activity and a quiz are included in this unit. Make sure to print the flashcards on a darker color so they do not show through. These can also be used for in class games and activities, such as *Tómalo*.

Also, consider giving an informal assessment during the middle of the unit and counting it as a quiz grade. Tell the students the day before to ensure it isn't a surprise assessment. Have them use a piece of paper and write the word you say from Spanish to English. For example, if you say, “*Dónde*,” students would write “where” on their paper. Students could even trade papers and grade another classmate's work for such an assessment making it even easier for recording grades.

Nombre: _____

¿Por qué?: Student Resource Page for Question Words



¿Por qué?		¿Cuál?	
¿Cuándo?		¿Cuánto/a?	
¿Qué?		¿Cuántos/as?	
¿Dónde?		¿Cómo?	
¿Adónde?		¿Quién?	
¿De dónde?		¿De quién?	

Handy questions: Please note that all uses of "you" are informal.

¿Qué es eso?	What is that?	¿De dónde eres?	Where are you from?
¿Quién es?	Who is it?	¿Cuánto cuesta?	How much does it cost?
¿Dónde está?	Where is it?	¿Cuántos hay?	How many are there?
¿Adónde vas?	Where are you (inf.) going?	¿Cómo se llama?	What is it called? What is his/her name?

Important helping words to remember:

de = _____ a = _____ en = _____

¿Por qué?: Student Resource Page for Question Words- Page 2

Grammar Tips! Escucha tu maestro y escribe las palabras que faltan (the missing words).

Pista 1 for Questions: Precede With _____.

- ❖ Questions in Spanish let you know they're coming ahead of time. Do you see how each question starts with an _____ mark? Don't forget those!

Pista 2 for Questions: Always Add _____.

- ❖ Sometimes, accents in Spanish don't actually change how you pronounce the word; they're just there so you know the difference in _____ between one word and another word spelled exactly the same way. The question words are a great example. See how they all have accents up there? **Whenever you use one of these words to ask a question, it has to have an _____ in the right place.²**

Here's a short song that is great for reviewing the meanings of the main question words in Spanish. It's guaranteed to get stuck in your head. Fill in the blanks as your teacher helps you, then sing it to the tune of "Jingle Bells."

¡Pregúntame!

¿Por qué? - _____?

¿Cuándo? - _____?

¿Qué? - _____?

¿Dónde? - _____?

¿Cuánto? - _____?

¿Cómo? - _____?

¿Quién? - means _____ (is there)?



² Eventually, you will start to see these words without accents, which just means that they're probably being used in the answer. For example, in "¿**Adónde** vas?" ("Where are you going?"), *adónde* is being used to ask a question, so it needs an accent. However, in "Voy **adonde** fuimos ayer." ("I am going **where** we went yesterday."), you aren't asking a question, so you don't need an accent.

Práctica I: Flashcards- Cut cards apart and write the Spanish on the back with perfect spelling and accents. Use your Student Resource Page as a reference!

Who?	When?	Where?
To where?	From where?	How?
How much?	How many?	Which?
What?	From whom?	Why?

Práctica II: Las Preguntas

Nombre: _____

Part I: Write the following in Spanish. Use your Student Resource Page for spelling and accents and punctuation!

1. Who? _____
2. What? _____
3. How much? _____
4. Where? _____
5. How many? _____
6. From where? _____
7. Which? _____
8. Why? _____
9. How? _____
10. To where? _____
11. From whom? _____
12. When? _____

Part II: Fill in the missing Spanish question words. Use the word bank for help.

1. --¿_____ es tu nombre? --Mi nombre es Sandra
2. --¿_____ eres tú? --Yo soy de Nicaragua.
3. --¿_____ está Usted? --Yo estoy muy bien, gracias.
4. --¿_____ está Carla? --Ella está en la escuela.
5. --¿_____ estás mal? --Porque estoy enfermo hoy.



Práctica III: Las Preguntas

Nombre: _____

Below, you will find a number of answers to different questions. Using the **Handy Questions** on your resource page, and fill in the questions that **best** go with each answer.

1. P(regunta): ¿Qué es eso?

2. P: _____

R(espuesta): Es una escuela.

R: Cuesta diez dólares.

3. P: _____

4. P: _____

R: Soy de los Estados Unidos.

R: Es la profesora Jiménez.

5. P: _____

6. P: _____

R: Hay once estudiantes.

R: Es un borrador.

7. P: _____

8. P: _____

R: Está en el escritorio.

R: Se llama Mateo.



Partner Activity

Nombres: _____

Work with your partner to decipher the questions and answers below. Fill in the blanks with the correct question word. Use your Student Resource Page for help!

Hints: de= from, a= to, en= in

Word Bank:

Cuánto Dónde Adónde De dónde

Cuántas Cuál Cuántos Quién

Cómo Cuál Cómo

1. ¿_____ vas? --Voy **a** Costa Rica.
2. ¿_____ cuesta? --Cuesta 7 dólares.
3. ¿_____ clases tienes? --Tengo 8 clases.
4. ¿_____ estás? --Estoy **mál**. ¿Y tú?
5. ¿_____ eres? --Soy **de** Argentina.
6. ¿_____ es tu clase favorita? --Mi clase favorita es arte.
7. ¿_____ años tienes? --Tengo 12 años.
8. ¿_____ estás? --Estoy bien, gracias.
9. ¿_____ es tu color favorito? --Mi color favorito es verde.
10. ¿_____ es tu maestra? --Mi maestra es Sra. Amarillo.
11. ¿_____ estás? --Estoy **en** la escuela.

Total: _____ /15

Porcentaje: _____ %

Nombre: _____

Prueba: Palabras Interrogativas

Part I: Write the English meanings. (5)

1. ¿Por qué? - _____?
2. ¿Cuándo? - _____?
3. ¿Qué? - _____?
4. ¿Dónde? - _____?
5. ¿Cuánto? - _____?

Part II: Write the Spanish meanings. Accents count! (5)

6. How? _____
7. Who? _____
8. How many? _____
9. To where? _____
10. Which? _____

Part III: Fill in the blank with the best question word in Spanish. Use the word bank to help! (5)

Hints: en= in, de= from

De dónde	Cuánto	Quién	Dónde	Cuál
----------	--------	-------	-------	------

1. ¿_____ está la tarea? --La tarea está **en** mi mochila.
2. ¿_____ cuesta el lápiz? --El lápiz cuesta veinte centavos.
3. ¿_____ es tu clase favorita? --Mi clase favorita es la música.
4. ¿_____ es tu maestra? --Me maestra es Sra. Azul.
5. ¿_____ eres? --Yo soy de Cuba.

Total: _____ /15

Porcentaje: _____ %

Nombre: _____

KEY

Prueba: Palabras Interrogativas

Part I: Write the English meanings. (5)

1. ¿Por qué? - WHY?
2. ¿Cuándo? - WHEN?
3. ¿Qué? - WHAT?
4. ¿Dónde? -WHERE?
5. ¿Cuánto? -HOW MUCH?

Part II: Write the Spanish meanings. Accents count! (5)

1. How? ¿Cómo?
2. Who? ¿Quién?
3. How many? ¿Cuántos?
4. To where? ¿Adónde?
5. Which? ¿Cuál?

Part III: Fill in the blank with the best question word in Spanish. Use the word bank to help! (5)

Hints: en= in, de= from

De dónde	Cuánto	Quién	Dónde	Cuál
----------	--------	-------	-------	------

1. ¿Dónde está la tarea? --La tarea está **en** mi mochila.
2. ¿Cuánto cuesta el lápiz? --El lápiz cuesta veinte centavos.
3. ¿Cuál es tu clase favorita? --Mi clase favorita es la música.
4. ¿Quién es tu maestra? --Me maestra es Sra. Azul.
5. ¿De dónde eres? --Yo soy de Cuba.

G. Classroom Questions: ¿Puedo ir al baño?

This theater-based lesson gives students practice using the vocabulary they need to carry out day-to-day business in the classroom.

Prep: 5 minutes

Materials: copies of Student Resource Page and project grading sheet

Target Vocabulary and Concepts:

¿Puedo...	Can I...?	No entiendo.	I don't understand.
¿Puedo ir al baño?	Can I go to the bathroom?	Repita, por favor.	Repeat, please.
¿Puedo usar el sacapuntas?	Can I use the pencil sharpener?	Más despacio, por favor.	Slower, please.
¿Puedo tomar agua?	Can I get a drink?	¿Cómo se dice ___ en inglés?	How do you say ___ in English?
¿Puedo ir a la enfermera?	Can I go to the nurse?	¿Cómo se dice ___ en español?	How do you say ___ in Spanish?
¿Puedo ir a la clase de ___?	Can I go to ___ class?	¿Me presta(s) _____?	Will you lend me _____?
¿Hay tarea?	Is there homework?	¿Tiene(s) otra copia?	Do you have another copy?
¿Cuál página?	What page?	¿Me ayuda(s)?	Will you help me?

NOTE: The goal for these terms is for students to be familiar with them and use them in the classroom. Unlike most units in this book where students are expected to produce the Spanish vocabulary from English translations, this unit simply requires students to be able to recognize these terms from Spanish to English. This is much less challenging, and again not the norm in this curriculum.

Procedure:

1. If you played the part of the goofy director in *Teatro Ridículo* during the **Classroom Commands** unit, it's time to reprise your role.
2. Start this lesson in character and tell students that you've fired *el bobo*, *el inocente*, *el malvado* AND your stage manager, and you need a new cast and crew for your next show.

3. Explain the premise of the new show, outlined below:
 - The title of the new show is *¿Cómo se dice?*
 - The main characters are *el quejón*, a permanently grouchy junior high teacher, *los gemelos*, a pair of Panamanian students who are identical twins and who have come to this junior high in the U.S. on an exchange, *Juan(a)*, a bilingual student in the same school, and *la directora*, the principal. All the characters except the Panamanian twins are bilingual.
 - It is set on the first day of school. The exchange twins are nervous about being in the U.S., and they are trying everything they can dream up to get out of class.
4. Announce to the students that there is one slight problem: along with everyone else, you have fired the script writers. Tell them that to fix this problem and get the show up and running on time, you have decided to host a film festival.
5. Students will divide into groups of 5, write a 3-5 minute script, and perform it for the class.
6. Before students begin working in their groups, go over the vocabulary and pronunciation on the resource guide with students. Have fun with this: stay in character and demand that they pronounce each vocabulary word "with more feeling," etc. Finally, give them the grading sheet for the play and let them start planning.
7. Depending on the length of your class periods, you will need to allot about 2 days for writing and rehearsal (this assumes you will be including other activities into the class periods as well); plan to have students present two days after assigning the project.

Suggested Tarea: Have students rehearse their part at home and bring a signed note from family indicating that they did practice. Additionally, there are practice sheets and quiz included in this unit.

Reinforcement Activities:

Charades: Divide the class into 2-3 teams. Have a hat full of the command words from *Some Basics I* and the phrases in this lesson. Get a representative from the first team to come up to the front of the room, draw a slip, and act it out for their team. Once the team correctly guesses the vocabulary word or phrase, the student will grab another slip and act out that phrase. After 60 seconds, call "Time!" and tally the team's points. Repeat with the next team(s) and play until all students have gotten a chance to act out the words. Reward the winning team. You can work this game in stages, depending on how long the students have been using the vocabulary: first, you may allow them to use their resource pages while playing, then they will have to do it from memory.

Class Signs: Assign each student one of the classroom phrases to create a classroom sign with illustration. Have students share their creations and display the signs in the room for future reference after the assessment.

Assessment Opportunities: In addition to the grading tool for the student skits, a quiz is included in this unit.

Listen to your *maestro/a* and fill in the meanings of the words and phrases below. Keep this sheet in a well-marked place, as it will be a great help to you in your Spanish-speaking classroom.

¿Puedo...		No entiendo.	
¿Puedo ir al baño?		Repita, por favor.	
¿Puedo usar el sacapuntas?		Más despacio, por favor.	
¿Puedo tomar agua?		¿Cómo se dice ___ en inglés?	
¿Puedo ir a la enfermera?		¿Cómo se dice ___ en español?	
¿Puedo ir a la clase de ___?		¿Me presta(s) _____?	
¿Hay tarea?		¿Tiene(s) otra copia?	
¿Cuál página?		¿Me ayuda(s)?	

Nota Cultural: EXCUSE ME

perdón, perdóneme, disculpe →

Uses:

- getting someone's attention when you want to ask them a question
- apologizing if you accidentally bump into someone or do something rude

con permiso

Uses:

- when leaving a group of people: finishing dinner, leaving a party or conversation, etc.
- trying to squeeze through a crowded market or bus

Práctica I: Classroom Phrases

Nombre: _____

Cut apart cards and write the English meanings on the backside.

¿Puedo ir al baño?	¿Puedo usar el sacapuntas?	¿Puedo tomar agua?	¿Puedo ir a la enfermera?
¿Puedo ir a la clase de _____?	¿Hay tarea?	¿Cuál página?	No entiendo.
Repita, por favor.	Más despacio, por favor.	¿Cómo se dice _____ en inglés?	¿Cómo se dice _____ en español?
¿Me presta _____?	¿Tiene otra copia?	¿Me ayuda?	¿Puedo...?

Práctica II: Mandatos y Frase útiles

Nombre: _____

Repaso: Which words are complementary pairs or opposites? Draw a line from one word to its complementary pair.

- | | |
|---------------|-----------|
| 1. escuchen | cierren |
| 2. guarden | peguen |
| 3. levántense | párense |
| 4. apaguen | hablen |
| 5. abran | saquen |
| 6. empiecen | enciendan |
| 7. corten | siéntense |

Translate the following into English.

1. ¿Puedo ir a la clase de historia? _____
2. ¿Cómo se dice "dog" en español? _____
3. No entiendo la tarea. Repita, por favor. _____
4. ¿Me prestas un lápiz o una pluma, por favor? _____
5. ¿Tienes otra copia de la tarea? _____
6. ¿Puedo ir a la enfermera? _____
7. ¿Cómo se dice "libro" en inglés? _____
8. ¿Hay tarea hoy? _____

Nombre: _____

Prueba: Mandatos y frases útiles

REVIEW: Which words are complementary pairs or opposites? Draw a line from one word to its complementary pair.

- | | |
|---------------|-----------|
| 1. abran | saquen |
| 2. escuchen | hablen |
| 3. levántense | enciendan |
| 4. guarden | siéntense |
| 5. apaguen | cierren |

_____/5 puntos

Sylvia, a friend of Lupita's, is never prepared for her classes. You overhear her asking the following things. Use the lines below to write the English for each sentence she says!

6. ¿Maestra, me presta un lápiz, por favor? (4)

7. ¿Javier, me prestas tu libro? (4)

8. ¿Cuál página? (2)

9. ¿Hay tarea? (2)

_____/10 puntos

Below or on the back of this paper, draw a picture or comic strip to represent the following phrase: *¿Puedo ir a la enfermera?* This picture is worth **five points**. To get all five points, draw neatly, be creative, and include the phrase somewhere on your picture.

_____/5

TOTAL: _____/15

PORCENTAJE: _____%

Nombre: _____

KEY for Prueba: Mandatos y frases útiles

REVIEW: Which words are complementary pairs? Draw a line from one word to its complementary pair.

- | | |
|---------------|-----------|
| 1. abran | saquen |
| 2. escuchen | hablen |
| 3. levántense | enciendan |
| 4. guarden | siéntense |
| 5. apaguen | cierren |

_____/5 puntos

Sylvia, Lupita's friend, is never prepared for her classes. You overhear her asking the following things. Use the lines below to write the English for each sentence she says! **TEACHERS, USE YOUR OWN FAIR JUDGEMENT WHEN GIVING POINTS FOR THESE QUESTIONS.**

- ¿Maestra, me presta un lápiz, por favor? (4) Teacher, can you please lend me a pencil?
- ¿Javier, me prestas tu libro? (4) Javier, can you lend me your book?
- ¿Cuál página? (2) What page?
- ¿Hay tarea? (2) Is there homework?

_____/10 puntos

In the space below or on the back of this paper, draw a picture or comic strip to represent the following phrase: *¿Puedo ir a la enfermera?* This picture is worth **five points**. To get all five points, draw neatly, be creative, and include the phrase somewhere on your picture.

Answers will vary.

_____/5

Nombres (list all group members): _____

Film Festival: Project Expectations

Use the checklist below to make sure you are prepared for the big event. During rehearsals, check out how you will be graded to make sure you do a great job. **Keep track of this sheet**, as you will need to hand it in along with your script when you perform.

_____ We wrote a script that made sense and was easy to follow.

_____ We wrote a script that showed our creativity and was entertaining.

_____ We used every phrase from the **¿Cómo se dice...?: Student Resource Page for Important Phrases** vocabulary sheet when we wrote our script.

_____ We included all five characters: *los gemelos, Juan(a), la directora, y el quejón.*

_____ We made sure everyone had about the same number of lines in Spanish.

_____ We rehearsed it at least 4 times all the way through. We made sure it was 3-5 minutes long.

_____ We planned simple costumes and brought props to make our skit outstanding!

Grading: Teacher use only

Grading Scale: (1 is the minimum, 5 the maximum)

1 2 3 4 5 the storyline was logical and easy to follow

1 2 3 4 5 students included target vocabulary into the script

1 2 3 4 5 students were confident and comfortable with their lines—they had clearly rehearsed

1 2 3 4 5 students used correct grammar and word order

1 2 3 4 5 students used correct pronunciation and intonation

1 2 3 4 5 students spoke loudly and clearly enough to be easily understood by all

1 2 3 4 5 skit was 3-5 minutes long

1 2 3 4 5 students were expressive and entertaining when presenting—they went "beyond" with props, costumes, and their energy level

Comments:

Total: _____/40

Porcentaje: _____%

H. School Subjects and GUSTAR: un día en la escuela

This lesson familiarizes students with the vocabulary for classes, school offices, and events in the course of a normal school day. Students will learn how to express which classes they like, and they will understand how school days may be different in Spanish-speaking countries.

Prep: 15 minutes

Materials: visuals of vocabulary and of the teachers in the school, copies of Student Resource Pages, any pictures you may have of Latin American/Spanish schools or students from your travels or education, or print out some pictures from the internet, poster board or board space for singular "gustar" forms

Target Vocabulary and Concepts:

la clase de matemáticas	math class	la clase de español	Spanish class
la clase de ciencias	science class	la clase de teatro	theater class
la clase de historia	history class	el almuerzo	lunch
la clase de literatura	literature class (reading)	el recreo	recess
la clase de composición	composition (language arts/writing)	la escuela	school
la educación física	Physical Education (P.E.) (Gym class)	el colegio	school
la clase de arte	art class	la secundaria	approximate to junior high/middle school
la clase de música	music class	la preparatoria	approximate to high school
la oficina	the office	el gimnasio	the gymnasium
la cafetería	the cafeteria	el pasillo	the hallway
la biblioteca	the library	el baño	the bathroom
¿Te gusta la clase de _____?	Is _____ class pleasing to you? (inf)	Me gusta la clase de _____.	_____ class is pleasing to me
Le gusta la clase de _____.	_____ class is not pleasing to him/her	No me gusta la clase de _____.	_____ class is not pleasing to me
¿Cuál es tu clase favorita?	What is your favorite class?	Mi clase favorita es _____.	My favorite class is _____.

Procedure:

1. Begin class with visuals of the teachers in the school (a simple list, names on magnet-backed cards, or names and photos on magnet-backed cards on the board, depending on your time and material resources) and a list of the classes from the vocabulary list above. It is sufficient to use only the teacher names, but if you have easy access to photographs of the teachers, use them and it will make the activity more engaging for students.
2. Set the scene for students by having them imagine that there is a new student who just started at their school. The class will need to name the student and help him/her get familiar with the classes and teachers.
3. Start by asking the students questions in Spanish: "¿Quién es la maestra de la clase de matemáticas?" or "¿Quién es el maestro de la clase de literatura?" If students need prompting, answer your own question ("La Sra. Frank es la maestra de la clase de matemáticas.") and match the teacher on the visual to the vocabulary.
4. After modeling one or two questions this way, turn the questions back to the students. Have them use the visuals on the board to display their answers for you.
5. Point out to students that many of the names of classes in Spanish are cognates, which will make them simple to learn.
6. Ask students what they like best about their school day, and what they wish were different.
7. On their student resource page, students have a paragraph about schools in Spanish-speaking countries. Have them take a moment to fill in what they believe is true in the blanks, then go over the information below to highlight some of the differences of the educational system in Spanish-speaking countries.

Nota Cultural: la escuela

Schools in many Spanish-speaking countries are both similar to and different from schools in the United States. In Mexico, for example, the law requires students to attend school from ages **6-14**. While in school, they study a variety of subjects including history, mathematics, science, Spanish language and literature, and often English. The schedule can be different from ours, however. Many *primarias* and *secundarias* have two shifts, or *turnos*, that can actually be two separate schools housed in one building. Students who attend the **morning** shift of school, *el turno matutino*, may go to school as early as **7:00** and leave as early as 12-12:30, in time to have lunch with their families. When those students leave, a new set of principals, teachers, and custodians can come to make the school ready for the *turno vespertino*, or afternoon school. Those students may be in class from 1-6:00 p.m. This system of split days can be common in other countries, too, but there are schools in both Mexico and other countries that have a schedule more like ours in the U.S. The school day can begin around 7-8 and last anywhere from 1-4p.m., with a break for lunch.

Another way in which public schools in Spanish-speaking countries are often different from public schools in the U.S. is the dress code. Typically, students in Spanish-speaking countries wear **uniforms**. For boys, the uniform usually consists of khaki or navy pants with a button-down or polo shirt, while girls often wear plain navy or plaid skirts, a blouse, and long socks.

(Notes on schools for teachers: INEGI, the *Instituto Nacional de Estadística, Geografía e Informática*, has a lot of information on-line. According to the 2005 statistics on education, 82.5% of all students from ages 13-15 attended school in Mexico, while 47.8% of students from ages 16-19 did so, which reflects the shift from compulsory to non-compulsory schooling. The difference between girls' and boys' enrollment is negligible.)

8. **This is a great point to share any pictures and stories you have about schools in Spanish-speaking countries from your life or travels.** If needed, use the internet as a resource. Having a visual for your class is important: it makes the students in other countries more real to them, it helps your students relate to them, it clarifies uniforms for students who are unfamiliar with them, and it may help dispel misconceptions.
9. Next, tell students that they will be learning not only the names for classes and levels of school, but they will also be learning how to say which classes they like and don't like.
10. Go over the vocabulary list on the student resource guide with them, giving translations and practicing pronunciation.
11. Use the first partner activity to practice school subjects and schedules. Follow the instructions listed on the activity and model questioning and answering in complete sentences before assigning partners. Make enough copies for half of the class to have "Persona A" and the other half to have "Persona B."
12. Assign the flashcards after the first day and print them on a darker colored paper. These cards can be doubled and use for class activities and practice for games such as Caramba and Memory.
13. Spend some extra time on the information about *me gusta* on their Student Resource Pages, shown here. In particular, emphasize that, "me gusta," cannot be directly translated: *me* does not mean "I" and *gusta* does not mean "like."
14. In this unit, students should work only with singular forms of *gustar*. They will be introduced to plural forms (e.g. *Me gustan mis clases.*) in the next unit when talking about food.

KEY for What Does "Me gusta" Really Mean?

Pop quiz: What is the Spanish pronoun that means "I?" **YO**
(Here's a hint: it's not the word *me*.)

Me actually means "**me**," which means that *me gusta* can't mean "I like." Although *me gusta* is used the same way as "I like" is in English, the verb *gustar* actually means "**to be pleasing**."

In Spanish, you will never actually say that **you like** something; you will just say that **it is pleasing** to you.

Me gusta la música. = The music **is pleasing** to me.

Te gusta la música. = The music is pleasing to you.

Le gusta la música. = The music is pleasing to him/her/Ud.

¿Te gusta la música? = Is the music pleasing to you.

No te gusta la música. = The music is **not** pleasing to you.

15. Make and display a chart on the board or with poster board to create a visual for the singular uses of "gustar." Have students copy the chart on the backside of their Student Resource Page so they have it for a reference.

gustar= to be pleasing

English Meanings:

(yo) ME gusta = _____ is pleasing to ME.

(tú) TE gusta = _____ is pleasing to YOU (informal).

(él) = _____ is pleasing to HIM.

(ella) LE gusta = _____ is pleasing to HER.

(usted) = _____ is pleasing to YOU (formal).

16. After students are familiar with the gustar and the vocabulary, use the second partner interview included. Make enough copies for half of the class to have "Persona A" and the other half to have "Persona B" pages. Follow the directions on the activity and model questioning before paring up students.

Suggested Tarea:

Flashcards and a practice page has been included in this unit for students to take home and reinforce these constructs.

Reinforcement Activities:

Charades: Divide the class into 2-3 teams. Have a hat full of the command words from *Some Basics I*, the phrases *Some Basics II*, and a selection of vocabulary from this lesson. (You may also include sentences, such as, "Me gusta la clase de música.") Get a representative from the first team to come up to the front of the room, draw a slip, and act it out for their team. Once the team correctly guesses the vocabulary word or phrase, the student will grab another slip and act out that phrase. After 60 seconds, call "Time!" and tally the team's points for that round. Repeat with the next team(s) and play until all students have gotten a chance to act out the words.

Time for a Walk: (Use this activity with smaller well-behaved classes. Skip this activity with larger classes or classes with behavioral concerns.)

This is a very simple activity that works best for a brief interlude when students need to break. Bring a pack of stickers, a couple markers, a few small squares of bright paper, a roll of tape. Outside, break

the class into groups so that you have about 4-5 class groups and explain that you are about to conduct some Random Acts of Kindness. Pick a group to start and give them a destination: *la clase de matemáticas*, for example. That group will choose a math class to visit (or, if there are multiple math classes and students can't agree on one, choose one for them) and lead the class there in stealth mode! Once there, students will write a speedy note using the materials you have provided—something simple, like "*¡Hola y gracias!*" Sign it *~la clase de español* and tape it to the door. Then, pick a new group to lead on in stealth mode to the next class you assign. When it's time, you (the teacher) take over once more by telling the leader to go to *la clase de español*. To maximize student learning time, practice singing some of the class songs in a whisper as you walk! *Variation:* Have students imagine that they are labeling classrooms so that a new exchange student will be able to find his/her way around.

Your Schedule: Have students write the names of their classes in Spanish in order. Then, have students talk about their schedules with a partner using the verb *tener*. Keep it simple: teach them one or two key words such as "primero" and "después," but remember that students haven't yet learned how to tell time. If you use this activity after completing the lesson on the days of the week, incorporate that vocabulary in as reinforcement as well.

Me gusta/No me gusta: Label one side of the room with "Me gusta" and the other side with "No me gusta." Call out one school subject at a time and have the students silently walk to the side of the room that represents their feelings about that particular subject. Make sure you stress that the feelings should represent the subject itself, not the teacher of the subject at hand.

Assessment Opportunities: Flashcards, practice sheets and a quiz are included in the materials for this unit.

For an additional grade, copy a school map and having students label the locations of their classes in Spanish.

¿Te gusta la clase?: Student Resource Page for Classes Nombre: _____

la clase de matemáticas		la clase de español	
la clase de ciencias		la clase de teatro	
la clase de historia		el almuerzo	
la clase de literatura		el recreo	
la clase de composición		la escuela	
la educación física		el colegio	
la clase de arte		la secundaria	
la clase de música		la preparatoria	
¿Te gusta la clase de _____?		Me gusta la clase de _____.	
Le gusta la clase de _____.		No me gusta la clase de _____.	
¿Cuál es tu clase favorita?		Mi clase favorita es _____.	

What Does "Me gusta" Really Mean?

Pop quiz: What is the Spanish pronoun that means "I?" _____
 (Here's a hint: it's not the word *me*.)

Me actually means "_____" which means that *me gusta* can't mean "I like." Although *me gusta* is used the same way as "I like" is in English, the verb *gustar* actually means "_____."

In Spanish, you will never actually say that **you like** something; you will just say that _____ to you.

Me gusta la música. = The music **is pleasing** to me.

Te gusta la música. = The music is pleasing to you.

Le gusta la música. = The music is pleasing to him/her/Ud.

¿Te gusta la música? = Is the music pleasing to you?

No te gusta la música. = The music is **not** pleasing to you.

¿Te gusta la clase?: Student Resource Page for Classes, ct'd

gustar= _____

English Meanings:

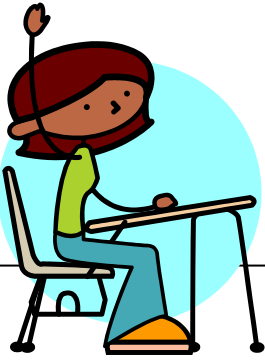
(yo) _____ gusta = _____

(tú) _____ gusta = _____

(él) _____ = _____

(ella) _____ gusta = _____

(usted) _____ = _____



Nota Cultural: la escuela

Schools in many Spanish-speaking countries are both similar to and different from schools in the United States. In Mexico, for example, the law requires students to attend school from ages _____ . While in school, they study a variety of subjects including history, mathematics, science, Spanish language and literature, and often English. The schedule can be different from ours, however. Many *primarias* and *secundarias* have two shifts, or *turnos*, that can actually be two separate schools housed in one building. Students who attend the _____ shift of school, *el turno matutino*, may go to school as early as _____ and leave as early as 12-12:30, in time to have lunch with their families. When those students leave, a new set of principals, teachers, and custodians can come to make the school ready for the *turno vespertino*, or afternoon school. Those students may be in class from 1-6:00 p.m. This system of split days can be common in other countries, too, but there are schools in both Mexico and other countries that have a schedule more like ours in the U.S. The school day can begin around 7-8 and last anywhere from 1-4p.m., with a break for lunch.

Another way in which public schools in Spanish-speaking countries are often different from public schools in the U.S. is the dress code. Typically, students in Spanish-speaking countries wear _____. For boys, the uniform usually consists of khaki or navy pants with a button-down or polo shirt, while girls often wear plain navy or plaid skirts, a blouse, and long socks.

Partner Activity: Persona A

Nombre _____

Step 1: Write the classes listed in Spanish using your Student Resource Guide.

Step 2: Use the question in the middle of the page to ask your partner what classes they have for each of the 7 hours. Take turns asking and answering with your partner in complete sentences.

Step 3: Write your partners answers in Spanish in the second chart.

Hora	Mi Horario	Las Clases
1	Spanish	
2	History	
3	Science	
4	Lunch	
5	Composition	
6	Math	
7	Phy. Ed.	

A: ¿Qué tienes la hora ____?

B: Yo tengo (la clase de) _____.

Hora	Las Clases de mi Pareja
1	
2	
3	
4	
5	
6	
7	

Partner Activity: Persona B

Nombre _____

Step 1: Write the classes listed in Spanish using your Student Resource Guide.

Step 2: Use the question in the middle of the page to ask your partner what classes they have for each of the 7 hours. Take turns asking and answering with your partner in complete sentences.

Step 3: Write your partners answers in Spanish in the second chart.

Hora	Mi Horario	Las Clases
1	Spanish	
2	History	
3	Science	
4	Lunch	
5	Composition	
6	Math	
7	Phy. Ed.	

A: ¿Qué tienes la hora ____?

B: Yo tengo (la clase de) _____.

Hora	Las Clases de mi Pareja
1	
2	
3	
4	
5	
6	
7	

Práctica I: Cut cards apart and write the Spanish on the back with perfect spelling!

Spanish class	theater class	lunch	recess	school (2)
junior high/ middle school	high school	the gymnasium	the hallway	the bathroom
_____ class is pleasing to me.	_____ class is NOT pleasing to me.	My favorite class is_____.	What is your favorite class?	_____ class is pleasing to him/her.
_____ class is NOT pleasing to him/her.	Is _____ class pleasing to you? (informal)	the library	the cafeteria	the office
music class	art class	physical education (P.E.)	composition class (language arts/writing)	literature class (reading)
history class	science class	math class		

Partner Interview: Persona A

Nombre _____

Take turns asking your partner the questions below. Write the answers you hear. Then, rewrite the answers using the format in Part II. Use your Student Resource Page for help!

Part I:

1. ¿Te gusta la clase de arte?

2. ¿Te gusta la clase de ciencias?

3. ¿Te gusta la clase de historia?

4. ¿Te gusta la clase de español?

Part II:

REWRITE--- " _____ class is pleasing to him/her."

1. _____

2. _____

3. _____

4. _____

Partner Interview: Persona B

Nombre _____

Take turns asking your partner the questions below. Write the answers you hear. Then, rewrite the answers using the format in Part II. Use your Student Resource Page for help!

Part I:

1. ¿Te gusta la clase de composición?

2. ¿Te gusta la clase de matemáticas?

3. ¿Te gusta la clase de música?

4. ¿Te gusta la educación física?

Part II:

REWRITE--- " _____ class is pleasing to him/her."

1. _____

2. _____

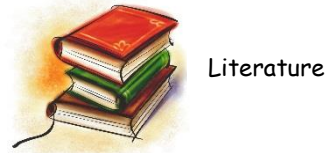
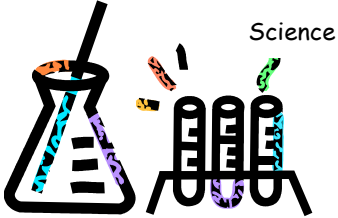
3. _____

4. _____

Práctica II: ¿Cuáles clases te gustan?

Nombre: _____

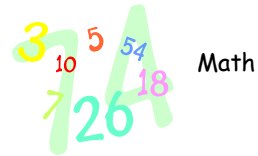
Look at the pictures below and express that the student named **likes** the class. **(It is pleasing to them.)** The first one has been done for you as an example.



1. (yo) Me gusta la
clase de ciencias.

2. (tú) _____

3. (yo) _____



4. (tú) _____

5. (Ud.) _____

6. (Ud.) _____

NOW, look at the pictures below and express that the student **DOES NOT LIKE** these classes. **(The classes are not pleasing to them.)**



1. (yo) No me gusta la
clase de ciencias.

2. (tú) _____

3. (yo) _____



4. (tú) _____

5. (Ud.) _____

6. (Ud.) _____

Nombre: _____ Prueba: Class Subjects and Gustar

Use the information provided to write the class preferences of the people below. (15)

(☺ → pleasing, ☹ → not pleasing)

1. Yo/Science ☺ _____

2. Tú/Art ☹ _____

3. Carlos/Physical Education ☺ _____

4. Usted/Math ☺ _____

5. Anita/Composition ☹ _____

Answer in a complete sentence: (3)

6. ¿Cuál es tu clase favorita? _____

Nombre: _____ Prueba: Class Subjects and Gustar

Use the information provided to write the class preferences of the people below. (15)

(☺ → pleasing, ☹ → not pleasing)

1. Yo/Science ☺ _____

2. Tú/Art ☹ _____

3. Carlos/Physical Education ☺ _____

4. Usted/Math ☺ _____

5. Anita/Composition ☹ _____

Answer in a complete sentence: (3)

6. ¿Cuál es tu clase favorita? _____

KEY

Nombre: _____ Prueba: Class Subjects and Gustar

Use the information provided to write the class preferences of the people below. (15)

(☺ → pleasing, ☹ → not pleasing)

1. Yo/Science ☺ Me gusta (la clase de) ciencias.
2. Tú/Art ☹ No te gusta (la clase de) arte.
3. Carlos/Physical Education ☺ (A Carlos) Le gusta la educación física.
4. Usted/Math ☺ (A Usted) Le gusta (la clase de) matemáticas.
5. Anita/Composition ☹ (A Anita) no le gusta (la clase de) composición.

Answer in a complete sentence: (3)

6. ¿Cuál es tu clase favorita? Mi clase favorita es... _____.

I. Mi familia: family, age, and subject pronoun review

This lesson and supplementary activities help students learn vocabulary relating to the immediate family and review the basic structure for talking about age using the verb *tener* (first taught in the Cardinal Numbers lesson). Subject pronouns will be reviewed here as well as practice substituting subject pronouns for a specific person/people.

Prep: 15-30 minutes

Materials: old family photo or album showing multiple family members, copies of Student Resource Pages, printed family pictures from the resource pages, subject pronoun chart on poster board or white board, chart of the verb TENER

Target Vocabulary and Concepts

la familia	the family	mayor	older
la madre	the mother	menor	younger
la mamá	the mom	el/la hermanastro/a	stepbrother/ stepsister
el padre	the father	el hijo único	the only child/son
el papá	the dad	la hija única	the only daughter
los padres	the parents	el abuelo	the grandfather
la madrastra	the stepmother	la abuela	the grandmother
el padrastro	the stepfather	el perro	the dog
el/la hermano/a	the brother / sister	el gato	the cat
los hermanos	the brothers/ siblings	la mascota	the pet

- ask and answer questions about age
- describe the make-up of the nuclear family and understand others' descriptions of their families
- substitute subject pronouns for nouns

tener-to have

yo	tengo	nosotros nosotras	tenemos
tú	tienes	vosotros vosotras	tenéis
él ella usted	tiene	ellos ellas ustedes	tienen

Procedure:

1. Before class, gather up a photo album or pictures of your family to share with your class.
2. At the beginning of the lesson, present your picture(s) to the class and explain your relationships to the people in the pictures in Spanish.
3. Introduce the forms of TENER using the chart you created.
4. Include ages for the people in the photo to review numbers. Try to include some people with the same age to practice the plural side of the TENER chart orally.
5. Using the context and the words they recognize, students should be able to understand the majority of what you say. Check in with them—ask them if they understood what you said, and point out that language learners can use cues like pictures and context to understand words that they may not have heard before.
6. Go over the vocabulary pronunciation and meanings on the Student Resource Page, then check in with students again to practice the words using the pictures you brought.
7. Explain the pictures again, but engage the students this time, asking them questions about the scenes: *¿Quién es? ¿Cómo se llama?*
8. Next, post the labeled pictures included in the resource pages of this lesson and use them to describe relationships. Use your imagination and tell the students about the people in the photos. For example, "Nico es el padre de Pedro." And "Pepe es el hijo de Catalina," etc.
9. After explaining the relationships using the family vocabulary, pose questions about each picture to the class like you did with your family album photos.
10. Review the subject pronouns using these photos and asking the students which pronoun we use to replace the person or people in the picture. For example, "Andrea y yo" would be "nosotros."
11. You may choose to limit the activity to that key construction, or you may also have students try to describe the characters further, using sentences about age: "Pepe tiene diez años." This activity involves a lot of language experimentation for students—they should feel free to talk without worrying about mistakes.
12. Complete several practice examples with the whole class, then divide them up into pairs or small groups to continue practicing on their own with the pictures.

Suggested Tarea: Ask students to create flashcards (Práctica I) and to bring a note from home indicating that they practiced their flashcards with a family member. (Or, for overloaded families who may not have time, ask them to bring a note from a family member verifying that the student practiced the flashcards on their own.)

Reinforcement Activities:

Around the World: Play this fast game with oversized vocabulary flash cards from this unit. Choose a student desk where the game will begin. The first student will go and stand next to the second student's desk, and you will hold up a vocabulary card in Spanish, such as *madrastra*. Whoever gets the interpretation of the word correct (stepmother) first will move on to the next challenger, while the other student sits at the desk where s/he lost. The goal is to make it all the way around the world back to your own desk.

Teacher Tip: If you put the English on the back side of the oversized flash cards, you can double the usefulness of the deck: some days the students will provide the Spanish for the English word shown, and sometimes they will provide the English for a Spanish word shown.

Lotería: Include this vocabulary into a Lotería game using the blank board provided in the Materials Appendix. Have students write their vocabulary words in Spanish, one per square and then it's time to play *lotería*. Call out the vocabulary words in English. When students hear you call a word they have, they should cover it with a dry bean or some other marker, just like they are playing Bingo. Whoever gets a line all the way across the board first wins.

¿Adivinas Quién?: Tape note cards with the Spanish words for family members on the backs of each of the students without them seeing their own word. Have the students turn to the person next to them and ask questions about who they are in Spanish and give each other descriptions about who they are without saying the word. Once the students have figured out who they are, you can ask the class follow up questions such as, "¿Quiénes son las madres?" or "¿Dónde están los padres?"

Mi Familia Grande: This wacky song is from the cd *Sing, Laugh, Dance, and Eat Tacos I*. After listening to the song and becoming familiar with the lyrics, print the lyrics with all family words as blanks. Have the students listen to the song and fill in the correct word. Once all the blanks are filled in, sing the song together.

Extensions/Assessment Opportunities: There are several practice sheets as well as a quiz and project included with this lesson.

Foto de la Familia: This project has many possible incarnations, listed below. Keep in mind when having students make larger projects that it's always advisable to make a model beforehand to show them what kind of work you expect. This project is an excellent final assessment activity for this unit as well, as you can also incorporate pronoun usage into it. Because this project should carry the weight of a test,

be sure to create a checklist for students of your specific criteria for the project so that grading is clear when the assignment is given.

- have students bring in and talk about and/or label a photo (or photos) of their family
- have students make a book or photo album about their family, giving names and explaining who each person is
- have students cut out pictures from magazines and paste them together in a family portrait. It can be as big or small, as eclectic or as homogenized as they want. They should label the finished picture with familial roles (*abuela, hermano mayor, etc.*) and names for each person. You may have them share these pictures with the class and talk about them, a safe option for students who may feel uncomfortable sharing information about their real families with the class, which is a true possibility. Students at the junior high level can be sharply aware of how their family differs from the norm or from the perceived ideal.

Resource Pictures:



Nico (82), Pedro (37), Angélica (9), Pepe (10), Catalina (40), Lupe (79)

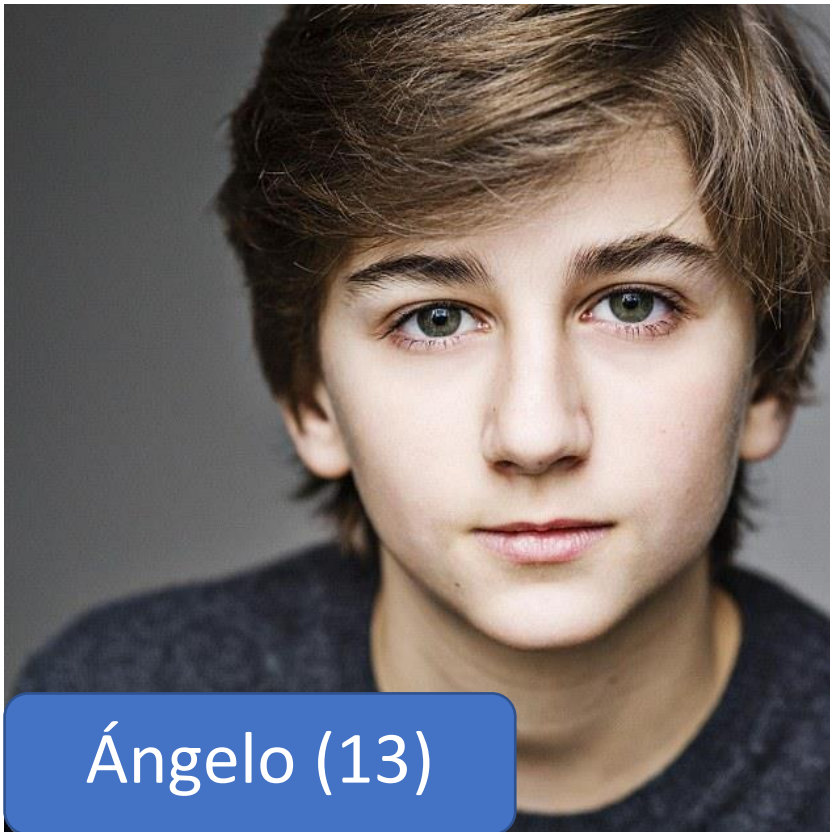


Lorena (29), Pablo (5) y Andrés (33)

Andrea (24) y yo (30)



Ángelo (13)





Mariana (6)



Raquel (7) y tú (14)

Listen to your maestro/a and fill in the meanings of the Spanish words and phrases below.

la familia		mayor	
la madre		menor	
la mamá		el/la hermanastro/a	
el padre		el hijo único	
el papá		la hija única	
los padres		el abuelo	
la madrastra		la abuela	
el padrastro		el perro	
el/la hermano/a		el gato	
los hermanos		la mascota	

***REPASO:** When talking about AGE in Spanish, the verb TENER is used and literally translates to "have # years." Listen to your teacher and fill in the forms below.

tener-to have

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

1. We are twenty years old. _____
2. They are fifty-two years old. _____
3. You (informal) are fourteen years old. _____

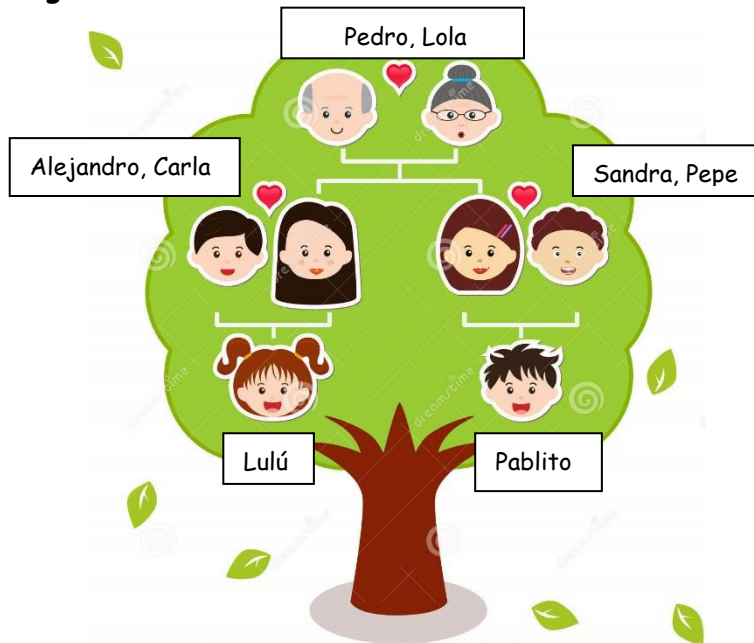
Práctica I: Flashcards- Cut the cards apart and write the Spanish with perfect spelling on the back of each. Practice three times per day!

parents	younger	step-mom	older
family	dad	mom	mother
father	step-dad	only son	only daughter
grandma	grandpa	step-brother/ step-sister	brother/ sister
cat	dog	pet	siblings

Práctica II: La Familia

Nombre: _____

Look at the family tree and complete the sentences using family vocabulary. Use your Student Resource Page for spelling!



La Familia Loredo

1. Pablito es _____ de Sandra y Pepe.
2. Pedro es _____ de Carla.
3. Lola es _____ de Sandra.
4. Sandra es _____ de Carla.
5. Alejandro es _____ de Lulú.
6. Lulú es _____ de Alejandro y Carla.
7. Pedro es _____ de Pablito.
8. Lola es _____ de Lulú.

Práctica II: Familia y Age Review

Nombre: _____

Fill in the forms of TENER:

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

Use the chart above to write the ages of the people below. Spell out all numbers!

a) The grandma is 72 years old.

b) I am not 12!

c) You all (informal) are 27 years old.

d) We are 90!

e) You (formal) are 54 years old.

f) The sister is 15 and the brother is 19 years old.

g) Are you (informal) 33 years old?

h) You all (formal) are 65 years old.

Práctica III: La Familia y los pronombres

Nombre: _____

Part I: Fill in the chart with the subject pronouns.

SINGULAR PRONOUNS		PLURAL PRONOUNS	
I		we	
you (informal)		you all (informal in Spain)	
he		they (masc.)	
she		they (feminine)	
you (formal)		you all (formal)	

Part II: Choose which pronoun from the chart should replace the person/people below.

1. Anita _____
2. Silvia y yo _____
3. Carlota y usted _____
4. tú y tú _____
5. Antonio y tú _____
6. usted y usted _____
7. Pepe y Pablo _____
8. Ana y Carolina _____
9. Carlos _____
10. Pedro, Samuel, Nico y Eva _____

Práctica III: La familia y los pronombres Nombre: _____

Part I: Think about the relationships below and fill in the blanks with the family member in español. Use your Student Resource Page for spelling.

1. El papá de mi padre es mi _____
2. El hijo único de mis padres es mi _____
3. El padre de mi hermano es mi _____
4. La madre de mi mamá es mi _____
5. La hija única de mi mamá es mi _____
6. La madre de mi hermana es mi _____

Part II: Write the pronouns to replace the person/people listed.

1. La madre y yo _____
2. Los padres y tú _____
3. El hermano y usted _____
4. La mamá _____
5. El padrastro _____
6. Los perros _____

Part III: Write five sentences about your family relationships in español. Use your Student Resource Page for help!

Nombre: _____

TOTAL: ____/24

PORCENTAJE: _____%

Prueba: La Familia y Los Pronombres

Part I: Think about the relationships below and fill in the blanks with the family member in español. Use your Student Resource Page for spelling. (5)

1. La hija de mi mamá es mi _____
2. La madre de mi mamá es mi _____
3. La madre y el padre de mi hermana son mis _____
4. El papá de mi padre es mi _____
5. El hijo de mi papá es mi _____

Part II: Translate into Spanish. Spell out the numbers. (9)

1. The parents are fifty years old.

2. We are nineteen years old.

3. You (informal) are one-hundred years old.

Part III: Write 5 sentences describing your family relationships en español. (10)

1. _____

2. _____

3. _____

4. _____

5. _____

TOTAL: ___/24

PORCENTAJE: _____%

Prueba: La Familia y Los Pronombres

KEY

Nombre: _____

Part I: Think about the relationships below and fill in the blanks with the family member in español. Use your Student Resource Page for spelling. (5)

1. La hija de mi mamá es mi hermana
2. La madre de mi mamá es mi abuela
3. La madre y el padre de mi hermana son mis padres
4. El papá de mi padre es mi abuelo
5. El hijo de mi papá es mi hermano

Part II: Translate into Spanish. Spell out the numbers. (9)

1. The parents are fifty years old. Los padres tienen cincuenta años.
2. We are nineteen years old. Nosotros tenemos diecinueve años.
3. You (informal) are one-hundred years old. Tú tienes cien años.

Part III: Write 5 sentences describing your family relationships in español. (10)

1. ANSWERS WILL VARY
2. _____
3. _____
4. _____
5. _____

El Proyecto de la Familia

Nombre _____



Project due on: _____

1. Draw or find a picture of a tree at least as large as a piece of printer paper. Be creative!
2. Use lines to connect your family members showing how they are related to you.
3. Include the following on your tree:

- 6 or more family members, including yourself, with color drawings or photos of each.
- Use the following sentences as a guide to describe yourself.

Yo soy name.

Yo tengo # años.

- Use the following sentences as a guide to describe your family members.

Mi Spanish family vocab se llama name .

Tiene # años.

- Spell all vocabulary accurately and when writing out ages.
- Use your best penmanship and create a neat and visually appealing project.

Rúbrico del Proyecto

	excelente	bien	más o menos	no incluyó
Student included drawings/pictures of at least 6 family members including themselves.	5	4	3	2 1
Student accurately wrote a sentence explaining each person's relationship to him/her and his/her names.	5	4	3	2 1
Student accurately wrote a sentence describing each person's age, spelling all numbers in Spanish.	5	4	3	2 1
Student described him/herself and wrote accurate sentences about their name and age in Spanish.	5	4	3	2 1
Spelling and grammar in Spanish is accurate.	5	4	3	2 1
Student's work is neatly done and easy to read.	5	4	3	2 1



TOTAL: ____/30
PORCENTAJE: ____%

J. Animals, the Natural World and Indefinite Articles

This lesson gives students vocabulary for talking about animals and their habitats in Spanish while introduction and reinforcing indefinite articles: un, una, unos, unas.

Prep: 15 minutes

Materials: copies of Student Resource Pages, chart or poster with indefinite article notes for visual aid

Target Vocabulary and Concepts:

el zoológico	the zoo	la jirafa	the giraffe
la granja	the farm	el tigre	the tiger
la selva	the jungle	el elefante	the elephant
el bosque	the forest	el oso	the bear
el lago	the lake	el león	the lion
el mar	the sea	la mariposa	the butterfly
el caballo	the horse	el jaguar	the jaguar
la vaca	the cow	el pájaro	the bird
el cerdo	the pig	la rana	the frog
la cabra	the goat	el pez	the fish
el gallo	the rooster	el mono/ el chango	the monkey
la gallina	the hen	la tortuga	the turtle
el lobo	the wolf	la lagartija	the lizard
el ratón	the mouse	la culebra/ el serpiente	the snake

From Student Resource Page 2:

Indefinite Articles: Changing "THE" to "A" and "SOME"

el → UN

los → UNOS

la → UNA

las → UNAS

Práctica A: Change the animals from "the" to "a"

1. el cerdo → un cerdo
2. la vaca → una vaca
3. la tortuga → una tortuga
4. el caballo → un caballo
5. la mariposa → una mariposa

Práctica B: Change the animals from "the" to "some"

6. las cabras → unas cabras
7. los gallos → unos gallos
8. las gallinas → unas gallinas
9. las ranas → unas ranas
10. los peces → unos peces

REPASO:

"Hay" means: there is or there are

When used as a question, "hay" means: Is there? or Are there?

It is pronounced: eye

Práctica C: Traduce:

a) There is **a** goat and **a** horse. Hay una cabra y un caballo.

b) There are **some** frogs. Hay unas ranas.

Procedure:

1. Distribute the Student Resource Page 1 and go over the vocabulary translations and pronunciations in Spanish.
2. Place slips of paper in a hat of the animals on the vocabulary list. Play a round of charades with your students having students coming up to act like the animal vocabulary. The class must state the animal

in Spanish to be the next person to act out an animal. Allow them to use their Student Resource Page since this vocabulary is new. Continue for several rounds.

3. Write the following words on the board: el bosque, la granja, la selva, el zoológico
4. Ask for volunteers to come to the board and write an animal in Spanish from their list under its appropriate habitat. Some animals could be placed under more than one category.
5. You may also add to this part of the activity by asking students to describe some of the animals: "¿Cómo es el cerdo?" "El cerdo es gordo, inteligente, y rosado. Le gusta la tierra." (Doing the descriptions for all animals, however, will drag this activity out too long and your students may lose interest. Remember to keep the pace moving along.)
6. Play Mata la Mosca to review the new terms. For this game, you will need two clean fly swatters. Divide the class in two teams, and have one student from each team come up to compete using the lists you've created on the board. Name an animal in English (since they are written in Spanish on the board), and have the two competing students use their flyswatters to slap the correct Spanish word on the board. Award a point to the team who hits the picture first.
7. Hand out Student Resource Page 2 and introduce Indefinite Articles with the class. Complete the "Práctica" sections one by one, reviewing answers orally after each. (Postpone step 7-8 to the next class period if needed).
8. Review making plurals and adding "es" to vocabulary that ends in a consonant like, "los jaguares," "los leones," "los ratones," etc. Review also the procedure for terms ending in "z", el pez → los peces
9. Assign flashcards for homework after day 1.

Suggested Tarea: Numerous practice sheets and a test are included in this unit.

Reinforcement Activities:

"¿Hay _____? Sí/No hay _____.": (Included in this unit) **Directions:** Students will need to have their Student Resource Page in hand for this activity. Pair up students before handing out a copy of the activity to each student. Students **MUST** keep papers covered at all times for this activity to be successful. Encourage students to use a binder or book to create a barrier so his/her partner cannot see the paper. Once students are pairs and have barriers created, instruct students to draw 5 items from the Student Resource Page that there is in the jungle, on the farm or in the zoo in the circles of the binoculars on their paper. Partners then use their Student Resource Page and the model question/answer on the top of the page to figure out the 5 things their partner sees in his/her binoculars before he/she figures out their items. Students should note of the words they're asking about by making a small mark next to the vocabulary word on their list in order to not repeat any words. Circle the classroom and listen for full questions and answers using Spanish vocabulary.

Scattergories: (Included in this unit) To play this game, you will need a chart with a variety of categories going across the top, such as *classroom objects*, *la familia*, *places in the community*, and *la naturaleza/animales*. A sample chart is included in this lesson. (Of course, you can use this game at any point by selecting any topic that is being studied or reviewed in class.) Then, tell the class that you will begin saying the alphabet in your head. Assign someone who will tell you when to stop. When they tell you to stop, call out the letter you were on when they stopped you: *G*, for example. Each student will then rush in a time limit (say 30 seconds) to fill in each space on their chart with a word beginning with the letter picked. For example: *comida/frutas* = guacamole, *verbos* = ganar, *ciudades/países* = Guatemala, and *la naturaleza/animals* = gallo. At the end of the time limit, students will give their answers for each category. If a student was the only one to have a certain word, s/he will get 10 points for that word, but if other students have the word, everyone who has the same word will only get 5 points. This is a good "filler" game for odd time slots or at the end of class, and you can even play it without having prepared—the students can make their own chart on scrap paper. Award a small prize to your high scorer.

Vengan a ver mi granja: This song is on the cd "Sing, Dance, Laugh, and Eat Tacos." It teaches farm animal names and the sounds animals make. This is great fun to sing together, especially if you can get your class to act it out. For extra support and catching your visual learners, hold up a picture of the animal being sung about during the appropriate moment in the song. To make it more of a challenge, after you listen to the song once, give students a copy of the lyrics with blank spaces where the animal names were. Students should then listen to the song again and fill in the missing vocabulary. *Variation 1:* Around the room, put up the animal pictures you have that are featured in this song. As the song plays, have students go and stand by the picture of the animal being sung about. *Variation 2:* As the song is sung, have students develop and use a kinesthetic cue for the animals being sung about: miming milking a cow, turning up their noses like pigs, scratching in the dirt like chickens, etc. Both variations help you reach students with different learning styles.

Snap, Clap, ¡Dime! This game is a simple game that can be used to review a variety of vocabulary. To play, seat all your students in a large circle and give each student a visual representation of a vocabulary word such as a picture of an animal (like the ones you used in the main lesson) or a stuffed animal, etc. Each student must have a unique item, it must be large and clear enough for the other students to see, and you must have taught all the vocabulary to the students before this game. The student sets the photo or item in front of him or her so everyone can see. Together, the class will start the clapping rhythm, (see below) and the student chosen to start the chanting will name the item s/he has and then the item that someone else has. The person who has the item s/he named will then again name the item s/he has, then name the item of another student. S/he cannot name the person who just "sent the play" to him. If a student misses the word or hesitates and loses the rhythm, s/he is out of the game. The vocabulary item is removed from the desk, but s/he still actively continues with the clapping/snapping.

You can gradually speed the rhythm up as play progresses. When only two people are left, they must of course send the play back to the person it came from, so the rhythm gets REALLY fast. Meanwhile, all students keep participating with the rhythm even though they are officially "out of the game."

The rhythm:

Palms open, slap the desk/floor in front of you twice.

Clap hands together twice.

Snap fingers with the right hand and say your item.

Snap fingers with the left hand and call out the item of another person.

The rhythm repeats without interruption. Students try to keep going, and the person who is up to speak must do so within allowed time limits of snapping.

Say It, or Silencio?: Review the vocabulary with this quick challenge: you will point to an animal (such as the pig) and say its Spanish name (*el cerdo*). If you say the correct name, the students repeat after you. If you say an incorrect name (*e.g.*, you point to the pig but say "el caballo"), the students remain silent. They will earn a point if they remain silent when they are supposed to. For a bonus point, you can then ask them the proper name of the animal. If they are correct, they get another point, but if they are incorrect, the teacher scores a point.

Many other vocabulary review games such as **Lotería/Bingo**, **Hombre Invisible/Hangman**, **Pictionary**, and **Charades** are also appropriate reinforcement activities.

Extensions and Assessment Opportunities: Several practice sheets, activities and a mini-project and a test are included.

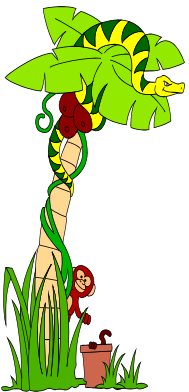
Mini-Proyecto- Investigación: Animales de Costa Rica: Have students investigate and write about animals which can be found in Costa Rica. Students will describe the animals physically (size, color, body parts), explain what they eat, talk about where they live, and include a photo illustration or drawing. A sample form is included in the materials for this unit. Several lists of animals of Costa Rica in both English and Spanish are available on the internet.

el zoológico		la jirafa	
la granja		el tigre	
la selva		el elefante	
el bosque		el oso	
el lago		el león	
el mar		la mariposa	
el caballo		el jaguar	
la vaca		el pájaro	
el cerdo		la rana	
la cabra		el pez	
el gallo		el mono/ el chango	
la gallina		la tortuga	
el lobo		la lagartija	
el ratón		la culebra/ el serpiente	

Nota Cultural: El bicho

"Bicho" is a wonderful, informal catch-all Spanish word in Costa Rica and in other Spanish-speaking countries. It translates to something like "bug" or "critter" or "creepy-crawly," and while most foreigners first learn the word as meaning "bug," it can be used to mean an animal of any size.

¿A ti te gustan los bichos? ¿Cuáles?



Student Resource Page 2: Indefinite Articles Nombre: _____

Indefinite Articles: Changing "THE" to "A" and "SOME"

el → _____ los → _____

la → _____ las → _____

Práctica A: Change the animals from "the" to "a"

1. el cerdo → _____
2. la vaca → _____
3. la tortuga → _____
4. el caballo → _____
5. la mariposa → _____

Práctica B: Change the animals from "the" to "some"

6. las cabras → _____
7. los gallos → _____
8. las gallinas → _____
9. las ranas → _____
10. los peces → _____

REPASO: "Hay" means: _____ or _____

When used as a question, "hay" means: _____? or _____?

It is pronounced: _____

Práctica C: Traduce:

1. There is a goat and a horse. _____
2. There are **some** frogs. _____

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

tiger	butterfly	turtle	elephant	lizard
horse	zoo	farm	cow	lake
giraffe	sea	jungle	forest	pig
mouse	snake (2)	fish	frog	bird
hen	goat	monkey (2)	lion	bear
rooster	wolf	el→____ la→____	los→____ las→____	There is/ There are

Partner Activity

¿Hay _____?

Sí/No hay _____.



Directions: Once you have a partner and have moved near them, cover your paper and draw 5 vocabulary words to represent what there is the jungle/farm/zoo in the circles of the binoculars on your paper. Keep your paper covered at all times.

Then, use your Student Resource Page and the model question/answer on the top of the page to figure out the 5 things your partner sees in his/her binoculars before he/she figures out your items. Make note of the words you're asking about by making a small mark next to the vocabulary word on your list. Good luck!

Práctica II: Los Animales

Nombre: _____

Write the INDEFINITE ARTICLE in front of the word, then, write the letter to match each vocabulary word with its translation. The first one is done for you.

el → unos la → D. los → _____ las → _____

unos bosques D.

_____ caballo _____

_____ monos _____

_____ mariposa _____

_____ gallina _____

_____ jaguares _____

_____ lago _____

_____ ranas _____

_____ ratón _____

_____ selva _____

_____ gallos _____

_____ león _____

_____ vacas _____

_____ cabra _____

_____ lobos _____

_____ lagartija _____

_____ jirafas _____

_____ culebra _____

_____ pájaros _____

_____ peces _____

_____ mar _____

_____ cerdos _____

_____ tortuga _____

_____ granjas _____

A. a jungle

B. a butterfly

C. some farms

D. some forests

E. a mouse

F. a horse

G. some roosters

H. some monkeys

I. some pigs

J. some giraffes

K: a sea

L: a lion

M: some cows

N: a goat

O: a hen

P: some jaguars

Q. some birds

R: a snake

S: a turtle

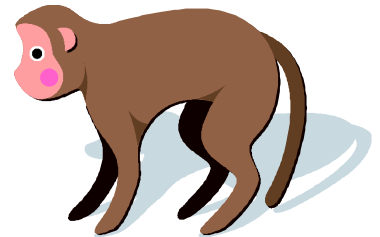
T: some wolves

U: a lake

V: some fish

X: some frogs

Y: a lizard



Check out the Nota Cultural on the back!

Práctica II: ct'd

Nota Cultural: The Cow Goes....?

Have you ever played with those pull-string toys for little kids that tell you things like, "The cow goes 'moooooooooooooo.'"? Well, it turns out that in other languages, the cow doesn't always go "moo!"

People write animal sounds out based on the sounds and the spellings that are typical of their language, which means that a Russian might describe a cow's noise slightly differently than a Japanese or Spanish person would describe it...and perhaps differently than you would! Check out the following examples of how a Spanish-speaking person would describe these animal's sounds.

el perro: *guau*

el gato: *miau*

el gallo: *ki-kiri-ki*

el pájaro: *pío, pío*

la vaca: *muuuuuuu*

la rana: *croá, croá*



SCATTERGORIES

<u>Classroom Objects</u>	<u>La Familia</u>	<u>la naturaleza/ animales</u>	<u>Places in the Community</u>

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<u>Classroom Objects</u>	<u>La Familia</u>	<u>la naturaleza/ animales</u>	<u>Places in the Community</u>

Write in English: (hint: on=en)

1. ¡No hay un caballo en el mar!

2. ¿Hay unas lagartijas en la selva?

3. Hay unos lobos y unos osos en el bosque.

4. ¿Hay un gallo y una gallina en la granja?

5. Hay unas ranas y unos peces en el lago.

Write in Spanish: (hint: on=en)

1. There are some cows on the farm.

2. Is there a snake in the jungle?

3. There is a giraffe and an elephant in the zoo.

4. Are there some butterflies in the forest?

5. There are some pigs and some goats on the farm.

Partner Activity: Persona A

Nombre: _____

Take turns asking and answering questions with your partner. Ask your partner the questions below and write the answers you hear. Answer his/her questions using the information in the box.

- | | |
|------------------------------------|--------------------------|
| 1. ¿Qué hay en la selva? _____ | Lake- some fish |
| 2. ¿Qué hay en el lago? _____ | Jungle- a bird |
| 3. ¿Qué hay en el bosque? _____ | Zoo- a giraffe |
| 4. ¿Qué hay en el zoológico? _____ | Sea- some turtles |
| 5. ¿Qué hay en el mar? _____ | Forest- a wolf |

Partner Activity: Persona B

Nombre: _____

Take turns asking and answering questions with your partner. Ask your partner the questions below and write the answers you hear. Answer his/her questions using the information in the box.

- | | |
|------------------------------------|-----------------------------|
| 1. ¿Qué hay en el zoológico? _____ | Lake- a lizard |
| 2. ¿Qué hay en el bosque? _____ | Jungle- some monkeys |
| 3. ¿Qué hay en el mar? _____ | Zoo- some lions |
| 4. ¿Qué hay en la selva? _____ | Sea- a fish |
| 5. ¿Qué hay en el lago? _____ | Forest- some bears |

Fill in the chart below with the indefinite articles.

Indefinite Articles: Changing "THE" to "A" and "SOME"

el → _____ los → _____

la → _____ las → _____

Change the definite articles to indefinite articles below:

1. el elefante → _____
2. el tigre → _____
3. la jirafa → _____
4. la tortuga → _____
5. el león → _____
6. el mono → _____

Write in Spanish.

1. There is a snake and a frog in the jungle.

2. Are there some fish in the lake?

3. There are some cows and some goats on the farm.

4. Is there a hen and a rooster at the zoo?

5. There are some bears and some birds in the forest.

6. There is a turtle and some lizards in the sea.

Nombre: _____ Examen: **Animales****Change the definite articles to indefinite articles, then define the word in English. (10)**

1. el mono → _____

2. la gallina → _____

3. el oso → _____

4. la jirafa → _____

5. el león → _____

Write the animales below in español. (10)

1. some goats _____ 6. a rooster _____

2. a bird _____ 7. some wolves _____

3. some horses _____ 8. a lizard _____

4. a snake _____ 9. some frogs _____

5. a butterfly _____ 10. a mouse _____

Translate into Spanish. (12)1. There are some turtles and some fish in the sea.
_____2. Is there a pig and a cow on the farm?
_____3. There is a tiger and a jaguar in the zoo.

Nombre: _____ **KEY Examen: Animales****Change the definite articles to indefinite articles, then define the word in English. (10)**

1. el mono → un mono a monkey
2. la gallina → una gallina a hen
3. el oso → un oso a bear
4. la jirafa → una jirafa a giraffe
5. el león → un león a lion

Write the animales below in español. (10)

- | | |
|--|----------------------------------|
| 6. some goats <u>unas cabras</u> | 6. a rooster <u>un gallo</u> |
| 7. a bird <u>un pájaro</u> | 7. some wolves <u>unos lobos</u> |
| 8. some horses <u>unos caballos</u> | 8. a lizard <u>una lagartija</u> |
| 9. a snake <u>un serpiente/una culebra</u> | 9. some frogs <u>unas ranas</u> |
| 10. a butterfly <u>una mariposa</u> | 10. a mouse <u>un ratón</u> |

Translate into Spanish. (12)

1. There are some turtles and some fish in the sea.

Hay unas tortugas y unos peces en el mar.

2. Is there a pig and a cow on the farm?

¿Hay un cerdo y una vaca en la granja?

3. There is a tiger and a jaguar in the zoo.

Hay un tigre y un jaguar en el zoológico.

Mini-Proyecto

Nombre: _____

Investigación: Animales de Costa Rica

Answer all questions with complete sentences.

¿Cómo se llama el animal? (2): _____

¿Dónde vive? (2): _____

¿Cómo es (físicamente)? (6): _____

¿Cómo es (personalidad)? (6): _____

¿Qué le gusta comer? (4) _____

¿Tienes otra información impresionante?

(bonus 2!) _____

Ilustración (5)

