

Part IV: Amistades Futuras

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A. South American Countries and SER review

This lesson and practice materials reinforce the verb SER while introducing the geography, nationalities and capitals of South America. This lesson also focuses on questioning and how often verb forms change in the answer.

Prep: 20-30 minutes

Materials: copies of student resource pages; separate poster board charts of subject pronouns and SER; large map of South America to display in the classroom; One set large index cards with South American countries written on each; small index cards with South American countries written on each- enough for each student; poster or chart of question/answer forms (see Procedure for details)

Target Vocabulary and Concepts: REVIEW OF SER, INTRODUCTION TO SOUTH AMERICA GEOGRAPHY, NATIONALITIES AND Optional CAPITALS

Target Vocabulary

Venezuela venezolano/a	Venezuela Venezuelan	¿De dónde eres?	Where are you from? (informal)
Colombia colombiano/a	Columbia Cumbian	¿De dónde es él/ella?	Where is he/she from?
Ecuador ecuatoriano/a	Ecuador Ecuadorian	¿De dónde son?	Where are they from?
Perú peruano/a	Peru Peruvian	Yo soy (de)...	I am (from)...
Argentina argentino/a	Argentina Argentinian	Él/Ella es (de)...	He/She is (from)...
Chile chileno/a	Chile Chilean	Ellos/Ellas son (de)...	They are (from)...
Bolivia boliviano/a	Bolivia Bolivian	Nosotros somos (de)...	We are (from)...
Uruguay uruguayo/a	Uruguay Uruguayan	Ustedes son (de)...	You all (formal) are (from)...
Paraguay paraguayo/a	Paraguay Paraguayan	Vosotros sois (de)...	You all (informal) are (from)...

SER- to be			
yo	soy	nosotros/as	somos
tú	eres	vosotros/as	sois
él ella usted	es	ellos ellas ustedes	son

- Understand the geography of South America
- review using *ser*

Procedure:

1. If feasible in your classroom, create a Do Now activity for students to complete when they enter the classroom. Write the Spanish pronoun chart on the board. Ask them to complete the pronoun chart in writing or practice the meanings of the Spanish pronouns orally with a partner.
2. Review the subject pronouns orally having students repeat after you as you point to the chart or sing a favorite pronoun song to review like this one: <https://www.youtube.com/watch?v=oB9NprZJPUY> (Search "Spanish Pronoun Song" in YouTube for options)
3. Refresh students' memories with the forms of SER using the chart. Chant the forms while pointing to them. Challenge students to repeat the forms with their eyes closed. (soy, eres, es, (clap), somos, sois, son)
4. Hand out the Student Resource Page I and ask the students to fill in the forms of SER using the chart for spelling.
5. Show the map of South America and point to the Spanish speaking countries as students repeat them after you.
6. Move through Práctica A and Práctica B with the students asking them to complete the sections alone and then with a partner. Review the answers together asking for volunteers.
7. Discuss the other non-Spanish speaking countries in South America and which languages they speak.
 - Brazil- Portuguese
 - Guyana- English
 - French Guiana- French
 - Suriname- Dutch
8. Introduce the Student Resource Page with the South American Geography clue. Encourage students to repeat the clue many times to try to commit it to memory. Give them a minute to practice with a partner.

9. If you have access to a Smart Board, search and sing the "Rock the Capitals- South America" on YouTube to practice the countries locations and capitals.
<https://www.youtube.com/watch?v=Nw1H8aIhKNk>
10. Review the Student Resource Page II with the class, as the students fill in the meanings.
11. This section is very similar to the Central American/Caribbean section. Remind students of the processes of stating origin and nationality and the meaning of the word "de."
12. Have students repeat the new target vocabulary after you to practice pronunciation.
13. Card Pass Activity- Hand out a small index card with a South American country written on it to each student. Write the model question and answer on the board and demonstrate its usage with several students in the whole group.
 - ¿De dónde eres?
 - Yo soy de _____.

Students should then stand and move around to ask/answer using the card in their hand. After having each mini-conversation, each student should switch cards with his/her partner in order to practice with many countries. (This activity can also be used with nationalities or capitals later in the lesson with the same cards)
14. If time, use the set of large index cards and hold up one at a time for the class. Encourage the students to say the nationality aloud for each country. (This would be a great warm-up for future classes during this unit. These cards can also be used to state the capitals if you plan on teaching those more intensely)
15. Assign Práctica I: Flashcards. Make sure copies are made on a darker color. These cards can be used during the next class to play Tómallo in pairs. You can also create Memory sets or Caramba sets for future in-class activities.
16. (Before Práctica II) In the next few classes stress questioning and discuss how the form changes from question to answer depending on the question. For example, "Where are **you** from?" the subject changes to "**I**" in the answer.
17. Use the Student Resource Page on Questions and Answers as a guide. Students should fill in their Student Resource Page as you discuss. An answer key is included in the unit for your reference.
18. Create and display an abbreviated poster or chart with the following information for student reference:

? USTED / TÚ → YO

? USTEDES / VOSOTROS → NOSOTROS

? ALL OTHER FORMS → STAY THE SAME

Suggested Tarea: There are several practice sheets included in this unit. Also, encourage students to practice their flashcards daily.

Reinforcement Opportunities:

Lotería/Lo Tengo: Play bingo using the countries/capitals or countries/nationalities of South America. Students can create their own bingo boards by writing in the countries on blank charts.

Connect Four: (10-20 minutes) Materials: Premade game board copies from the template in the Activity Book with the countries of South America written one in each square. 1 for each pair. 12 Ziplocs holding game pieces of two colors. About 20 of each color (small colored paper squares work well.)

Students work in pairs to play the traditional game of Connect Four, working from the bottom to get 4 in a row, using a Spanish game board. Students need to say the words in Spanish or English (the opposite of whichever language is written on the game board) in order to lay down their game piece. If they do not know the word, they need to go elsewhere. If they get a word wrong, they lose their turn.

This can also be used to practice whole sentences by writing a model sentence at the top of the game board such as, "¿De dónde eres?" Students then need to state, "Yo soy _____," adding the correct nationality for the country on the square they are trying to mark. You can also determine if students are allowed to use their notes to play the game based on their familiarity.

Scrabble: (15-30 minutes) Materials- copies of large scrabble board (the bigger the better) from the Activity Book, current vocabulary copies for student use, scrap paper

Give the students a longer word from current vocabulary such as "Argentina," as the beginner word to write across the the board, and to use as the builder word. Have students work in groups of 2 or 3 taking turns writing the countries, nationalities and even the capitals on the board, connecting to the other terms. Students then count up the tiny numbers within each of the squares in the word they played and keep track of their score on scrap paper.

Dry/Erase boards: (10-20 minutes) Materials: Classroom set of Dry/Erase boards, markers, erasers, current vocabulary or verb list in hand for teacher use.

Students work individually to practice concepts in a written form while teacher prompts each question and checks each students' work. For example, point to the map of South America as you ask students where people are from in Spanish. Students then write the answer in Spanish and hold up their board to have the teacher quickly scan and check them. Students **MUST** write the word correctly and be checked before moving on to the next word. If students do not know, they can use their notes (especially if the material is relatively new) or even look at a board of a classmate as long as they write it before moving on.

El Río: (10-15 minutes) Materials: large flashcards of countries of South America and their capitals Place flashcards of the current vocabulary on the floor in a winding manner. Each card represents a stepping-stone in a river. As the students go across the river, they must say the nationality of the country or capital they are stepping on. You can play this game where you have two students racing across at the same time, each from opposite ends, or one at a time in teams. You can also ask the students to step next to the cards so that you are able to use them again, or you can laminate the flashcards.

Extensions/Assessment Opportunities:

Several practice pages as well as a test are included in this unit.

A country project is included along with a rubric for grading. Students could choose a South American country or you can assign students one of the 22 countries that speak Spanish. Encourage students to research using the Internet and print photo(s) of their "Destino Especial" to share with the class. To save time, consider grading these projects as the students present them using the rubric provided.

Assign each student a country of South America and have them work alone or with a partner to research and present more information about their country. Some research ideas include: flag, food, tourist attractions, interesting facts, etc.

REPASO map page- at the end of this unit there is a practice page reviewing not only the countries of South America but also those of Central America and the Caribbean.

Student Resource Page I- South America/SER review

Nombre: _____

Listen to your teacher and fill in the chart for SER with perfect spelling.

SER-	
yo	nosotros/as
tú	vosotros/as
él ella usted	ellos ellas ustedes

Reference Map:



Práctica A: Translate to English.

1. Ella es de Perú y yo soy de Chile.

2. Nosotros somos de Bolivia.

3. Ustedes no son de Argentina.

4. Vosotros sois de Ecuador.

Práctica B: Translate to español.

1. We are from Venezuela.

2. You all (formal) are from Paraguay.

3. They are **not** from Uruguay.

Venezuela- Caracas
Colombia- Bogotá
Ecuador- Quito
Perú- Lima
Bolivia- La Paz
Paraguay- Asunción
Uruguay- Montevideo
Argentina- Buenos Aires
Chile- Santiago

Student Resource Page II: South American and SER review Nombre: _____

Listen to your teacher and fill in the chart below:

Venezuela venezolano/a		¿De dónde eres ?	
Colombia colombiano/a		¿De dónde es él/ella?	
Ecuador ecuatoriano/a		¿De dónde son ?	
Perú peruano/a		Yo soy (de)...	
Argentina argentino/a		Él/Ella es (de)...	
Chile chileno/a		Ellos/Ellas son (de)...	
Bolivia boliviano/a		Nosotros somos (de)...	
Uruguay uruguayo/a		Ustedes son (de)...	
Paraguay paraguayo/a		Vosotros sois (de)...	

Nota Cultural:

There are 9 countries in South America where Spanish is the official language.

The other countries in that continent are:

_____	_____
_____	_____

The official languages of those countries are:

_____	_____
_____	_____

América Sur



Very _____

Crafty _____

Elves _____

Put _____

Blueberry _____

Pancakes _____

Under _____

Antonio's _____

Chair _____

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

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

- ✓ Asking and answering questions in any language often requires changing the pronoun in the sentence.

Underline the pronouns in the following sets of questions and answers:

- | | |
|----------------------------|----------------------------|
| ▪ Where are you from? | "you" changes to _____ |
| ▪ I am from Peru. | |
| ▪ Where are you all from? | "you all" changes to _____ |
| ▪ We are from Columbia. | |
| ▪ Where is he/she from? | "he"/"she" stays the _____ |
| ▪ He/She is from Chile. | |
| ▪ Where are they from? | "they" stays the _____ |
| ▪ They are from Venezuela. | |

- The same is true in español! Underline the pronouns.

- | | | | |
|---------|---|-------------------------------|---------------------------------|
| YOU | { | ▪ ¿De dónde eres tú? | "tú" changes to _____ |
| | | ▪ Yo soy de Bolivia. | |
| | { | ▪ ¿De dónde es usted? | "usted" changes to _____ |
| | | ▪ Yo soy de Argentina. | |
| YOU ALL | { | ▪ ¿De dónde sois vosotros? | "vosotros" changes to _____ |
| | | ▪ Nosotros somos de Paraguay. | |
| | { | ▪ ¿De dónde son ustedes? | "ustedes" changes to _____ |
| | | ▪ Nosotros somos de Uruguay. | |
| | | | |
| | | ▪ ¿De dónde es él/ella? | "él"/"ella" stays the _____ |
| | | ▪ Él/Ella es de Ecuador. | |
| | | ▪ ¿De dónde son ellos/ellas? | "ellos"/"ellas" stays the _____ |
| | | ▪ Ellos/Ellas son de Chile. | |

Student Resource Page IV- Question and Answer KEY Nombre: _____

- ✓ Asking and answering questions in any language often requires changing the pronoun in the sentence.

Underline the pronouns in the following sets of questions and answers:

- Where are you from? "you" changes to I
- I am from Peru.

- Where are you all from? "you all" changes to we
- We are from Columbia.

- Where is he/she from? "he"/"she" stays the same
- He/She is from Chile.

- Where are they from? "they" stays the same
- They are from Venezuela.

- The same is true in español! Underline the pronouns.

- | | | | |
|------------|---|--------------------------------------|---------------------------------------|
| YOU | { | ▪ ¿De dónde eres <u>tú</u> ? | "tú" changes to <u>yo</u> |
| | | ▪ <u>Yo</u> soy de Bolivia. | |
| | | ▪ ¿De dónde es <u>usted</u> ? | "usted" changes to <u>yo</u> |
| | | ▪ <u>Yo</u> soy de Argentina. | |
| YOU
ALL | { | ▪ ¿De dónde sois <u>vosotros</u> ? | "vosotros" changes to <u>nosotros</u> |
| | | ▪ <u>Nosotros</u> somos de Paraguay. | |
| | | ▪ ¿De dónde son <u>ustedes</u> ? | "ustedes" changes to <u>nosotros</u> |
| | | ▪ <u>Nosotros</u> somos de Uruguay. | |
| | | ▪ ¿De dónde es <u>él/ella</u> ? | "él"/"ella" stays the <u>same</u> |
| | | ▪ <u>Él/Ella</u> es de Ecuador. | |
| | | ▪ ¿De dónde son <u>ellos/ellas</u> ? | "ellos"/"ellas" stays the <u>same</u> |
| | | ▪ <u>Ellos/Ellas</u> son de Chile. | |

Práctica I: Flashcards- Cut apart cards and write the Spanish/nationalities on the other side.

Venezuela	Colombia	Ecuador	Perú
Bolivia	Paraguay	Uruguay	Argentina
Chile	Where are you from? (informal)	Where is he from?	Where is she from?
Where are they from?	He is (from)...	She is (from)...	You (formal) are (from)...
We are (from)...	You all (formal) are (from)...	You all (informal) are (from)...	I am (from)...

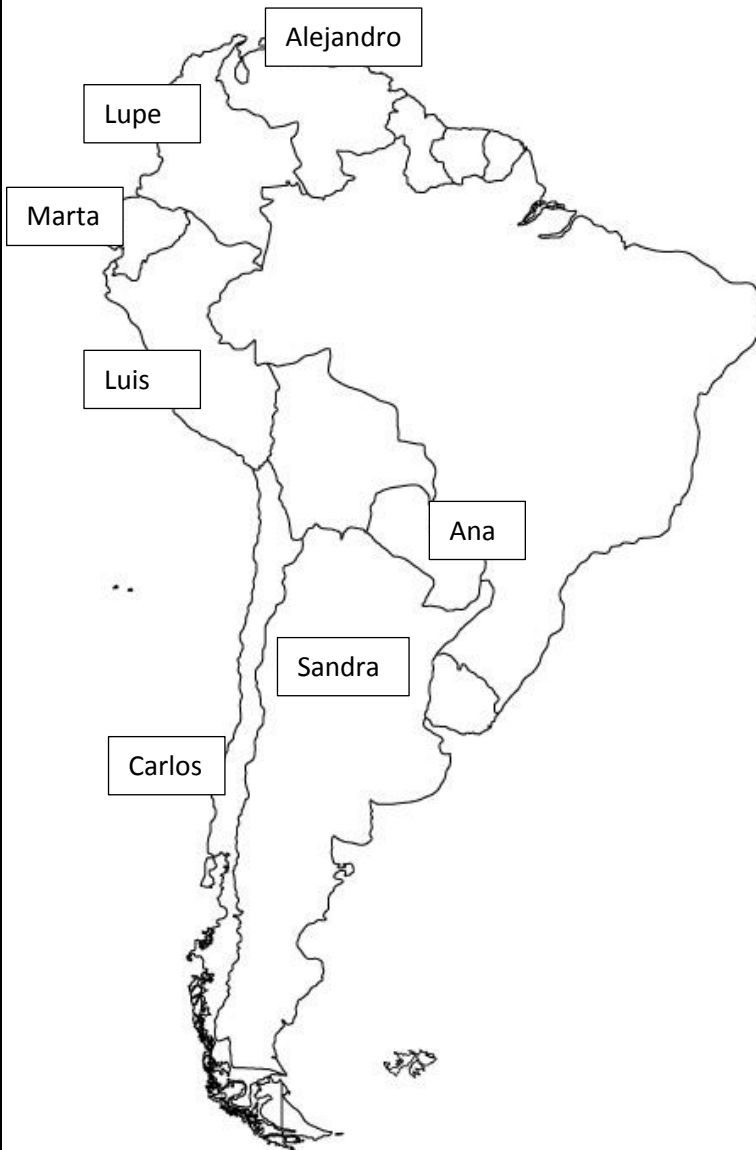
Partner Activity - Person A

Nombre: _____

- Ask your partner about the people below using the model question. Then write the **nationality** (nacionalidad) of each next to the names listed.
- Use the names on your map and answer your partner's questions in complete sentences.

❖ ¿De dónde es _____?

❖ Él/Ella es de _____.



Nacionalidad

1. Ángel - _____
2. Lola- _____
3. Carlota- _____
4. Felipe- _____
5. Raquel- _____
6. Raúl- _____
7. María- _____

Partner Activity - Person B

Nombre: _____

- Ask your partner about the people below using the model question. Write the **nationality** (nacionalidad) of each next to the names listed.
- Use the names on your map and answer your partner's questions in complete sentences.

❖ ¿De dónde es _____?

❖ Él/Ella es de _____.



Nacionalidad

1. Marta - _____

2. Ana- _____

3. Luis- _____

4. Carlos- _____

5. Lupe- _____

6. Sandra- _____

7. Alejandro- _____

Nombre: _____

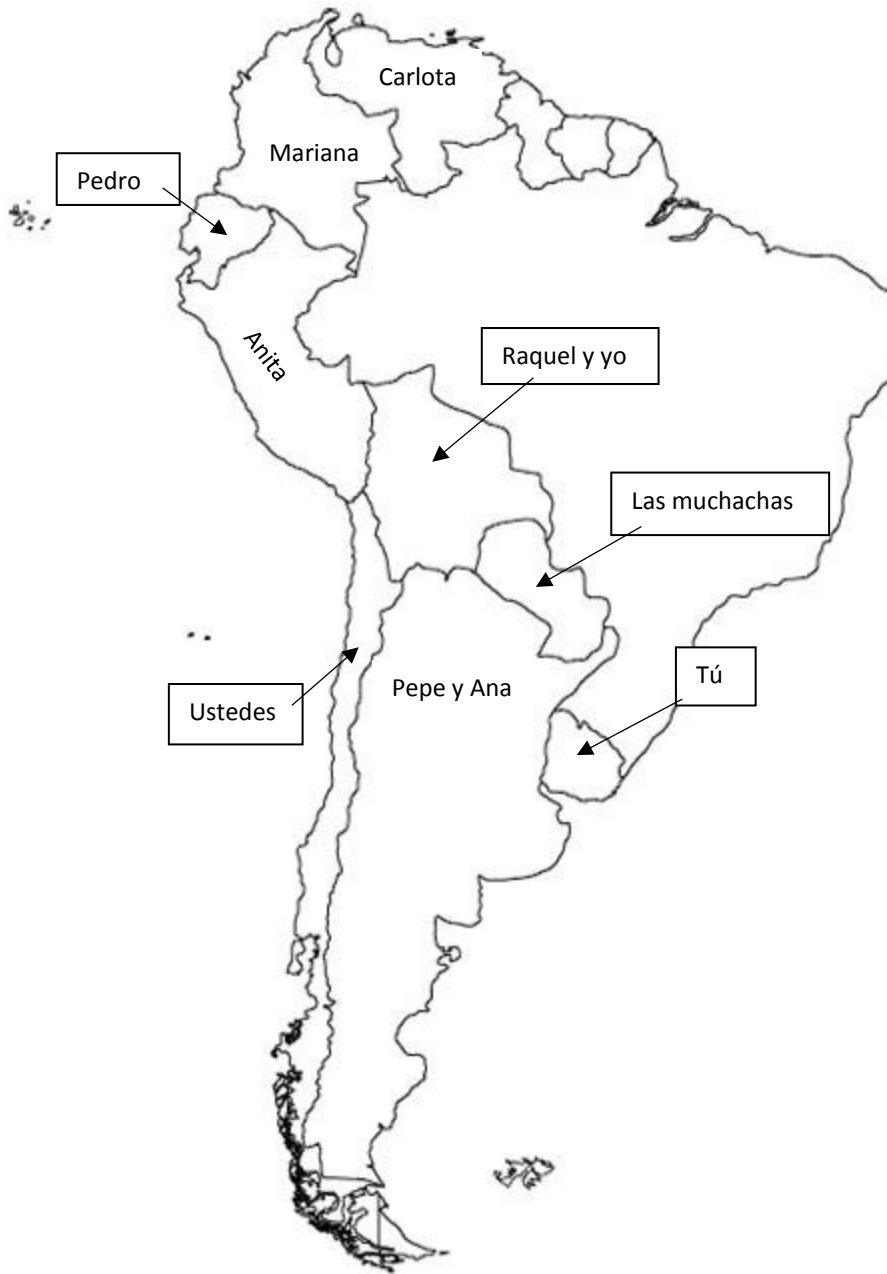
Práctica II: Answer the questions below in complete sentences based on the information on the map.

¡RECUERDA!

? TÚ/USTED → _____

? VOSOTROS/USTEDES → _____

? ALL OTHER FORMS → _____



1. ¿De dónde eres tú?

2. ¿Quién es de Perú?

3. Pedro es de _____.

Él es _____.

4. ¿De dónde son ustedes?

5. Mariana es de _____.

Ella es _____.

6. ¿Quiénes son de Paraguay?

7. ¿De dónde es Carlota?

8. Pepe y Ana son de _____.

Ellos son _____.

9. ¿De dónde somos Raquel y yo?

10. Tú eres de _____.

Tú eres _____.

Nombre: _____

Práctica III: Review Sheet

Part I: Write in the countries and their capitals below:



País (country)

Capital

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

? TÚ/USTED → _____

? VOSOTROS/USTEDES → _____

? ALL OTHER FORMS → _____

Part II: Answer in español. Use the information in parenthesis in your answer.


- ¿De dónde eres tú? (Colombia) _____
- ¿De dónde son ustedes? (Bolivia) _____
- ¿De dónde sois? (Ecuador) _____
- ¿De dónde es usted? (Paraguay) _____

Part III: Traduce en español.

- We are from Uruguay. _____
- They are **not** Peruvian. _____
- You all (informal) are Venezuelan. _____
- I am **not** from Argentina. _____
- You all (formal) are Chilean. _____

Nombre: _____ Examen: **SER y South America**

Part I: Write in the countries below: (9)

	País (country)
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____
	7. _____
	8. _____
9. _____	

? TÚ/USTED → _____

? VOSOTROS/USTEDES → _____

? ALL OTHER FORMS → _____

Part II: Answer in español. Use the information in parenthesis in your answer. (12)

1. ¿De dónde sois? (Argentina) _____
2. ¿De dónde eres tú? (Uruguay) _____
3. ¿De dónde son ustedes? (Venezuela) _____
4. ¿De dónde es usted? (Peru) _____

Part III: Traduce en español. (15)

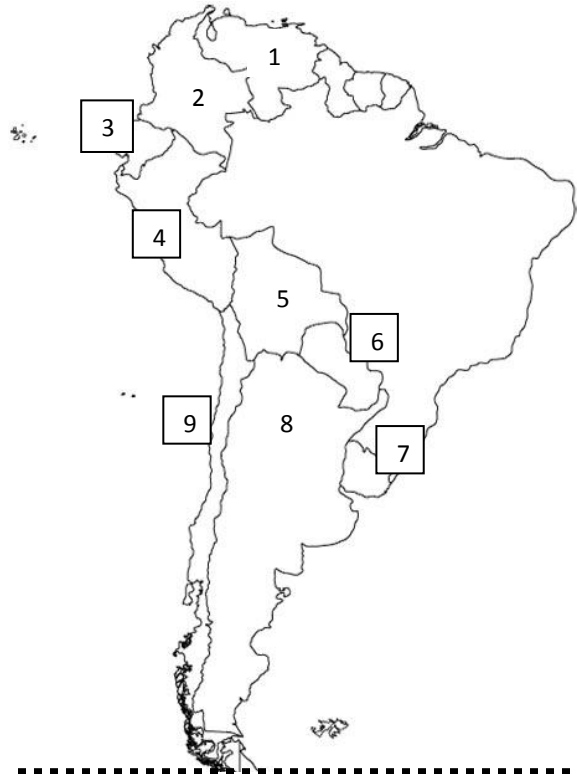
1. We are **not** from Columbia. _____
2. They are Paraguayan. _____
3. You all (informal) are **not** Bolivian. _____
4. I am from Chile. _____
5. You all (formal) are Ecuadorian. _____

Nombre: _____ Examen: SER y South America

Part I: Write in the countries below: (9)

KEY

País (country)



1. Venezuela
2. Colombia
3. Ecuador
4. Perú
5. Bolivia
6. Paraguay
7. Uruguay
8. Argentina
9. Chile

? TÚ/USTED → **YO**

? VOSOTROS/USTEDES → **NOSOTROS**

? ALL OTHER FORMS → **stay the same**

Part II: Answer in español. Use the information in parenthesis in your answer. (12)

1. ¿De dónde sois? (Argentina) Nosotros somos de Argentina.
2. ¿De dónde eres tú? (Uruguay) Yo soy de Uruguay.
3. ¿De dónde son ustedes? (Venezuela) Nosotros somos de Venezuela.
4. ¿De dónde es usted? (Peru) Yo soy de Perú.

Part III: Traduce en español. (15)

1. We are **not** from Columbia. Nosotros NO somos de Colombia.
2. They are Paraguayan. Ellos son paraguayos.
3. You all (informal) are **not** Bolivian. Vosotros NO sois bolivianos.
4. I am from Chile. Yo soy de Chile.
5. You all (formal) are Ecuadorian. Ustedes son ecuatorianos.

REPASO: América Central, El Caribe y América Sur

Nombre: _____



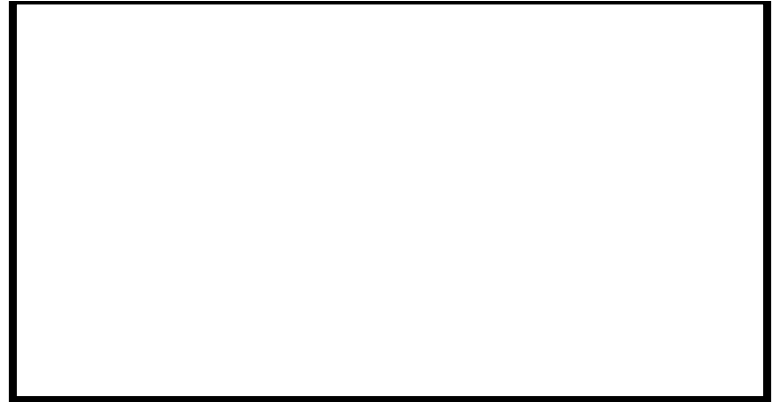
Escribe los países hispanos:

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

El País:



La Bandera



COMIDA



DATOS:

Capital City: _____

Population: _____

Leader: _____

Currency: _____

Famous People: _____

Destino Especial: _____

Proyecto: El País

Nombre: _____

El Rúbrico

Flag is accurate and colored neatly	5	4	3	2	1	0
Facts are accurate, complete and easy to read	5	4	3	2	1	0
2 or more foods are drawn, colored and labeled neatly	5	4	3	2	1	0
Special Destination is in color and labeled	5	4	3	2	1	0
Student presented project to the class	5	4	3	2	1	0

Comments:

Total: ____/25

Proyecto: El País

Nombre: _____

El Rúbrico

Flag is accurate and colored neatly	5	4	3	2	1	0
Facts are accurate, complete and easy to read	5	4	3	2	1	0
2 or more foods are drawn, colored and labeled neatly	5	4	3	2	1	0
Special Destination is in color and labeled	5	4	3	2	1	0
Student presented project to the class	5	4	3	2	1	0

Comments:

Total: ____/25

B. Cabeza, Hombros, Rodillas y Pies I: The Body

This first lesson focuses on body-related vocabulary. The second lesson, iCabeza, Hombros, Rodillas y Pies! II: What Hurts? focuses on expressing states of being using *tener* and *me duele*.

Prep: 20-30 minutes

Materials: copies of Student Resource Pages; posterboard and body pictures described in the procedure for Build-a-Body activity

Target Vocabulary and Concepts:

el cuerpo	the body	la espalda	back
la cabeza	head	el estómago	the stomach (internal)
la cara	face	la panza	tummy/belly
el pelo	hair	el brazo	arm
el cuello	neck	los hombros	shoulders
los ojos	eyes	*la mano	hand
las orejas	ears (outer)	los dedos	fingers
los oídos	ears (inner)	la rodilla	knee
la nariz	nose	las piernas	legs
la boca	mouth	los pies	feet
los dientes	teeth	los dedos del pie	toes
la garganta	throat	izquierda	left
el pecho	chest	derecha	right

Procedure:

1. Hook the students by humming the tune for "Head, Shoulders, Knees and Toes." Ask if anyone recognizes the song.
2. After the song is revealed, ask your adventurous students to demonstrate it for the class.
3. Explain that they will be learning this in Spanish, and let students look at the Student Resource Pages as you teach it to them.
4. As you teach the song, make sure the students follow along, touching each body part named as the song progresses.

Cabeza, hombros, rodillas y pies

Cabeza, hombros, rodillas y pies, rodillas y pies.

Cabeza, hombros, rodillas y pies, rodillas y pies.

Ojos, orejas, boca y nariz.

Cabeza, hombros, rodillas y pies, rodillas y pies.

5. Go over the vocabulary on the Student Resource Page up to "**me duele**" and practice pronunciation with students.
6. Finally, end with the Build-a-Body Race, described here:

Build-a-Body Relay Race:

This requires some advance preparation. You will need a 2-3 pieces of poster board, depending on the size of your class, and enough body parts cut out from magazines that each group could construct a complete face and a complete body. On one side of the poster board, draw a large, blank circle. This will be the head. Leave the other side blank, or add some scenery if you are feeling creative. This side will be for constructing the body.

Lay the poster board flat, with either the head side or the body side up. Explain the game to your students. They will be competing in a build-a-body relay, attempting to build a body to the specifications of their team. When you tell them to start, the first person in line will hustle to the poster board while the second person in line for each team names a body part s/he must find and attach: "*¡Ponle la nariz!*", for example. Once the piece is on, the first person races back and tags the next person in line. The relay continues until the entire face or body is built. Repeat the game that day or another day with the other side of the poster board.

Suggested Tarea: Several practice sheets, a partner activity and a quiz are included.

Reinforcement Activities:

Simón Dice: Just like English Simon Says, have your class follow commands...as long as the commands were prefaced by "Simón dice" For example: "Simón dice...toque la cara." Of course, 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.

Monster-Matic: This activity also helps students reinforce previously-learned color vocabulary. Students imagine that they are monster reproduction machines; you input the data and they try to reproduce the monster you have created. In other words, dictate descriptions of a monster while students draw, then have them share their pictures and see how differently they came out. Additionally, you may choose to have students do this activity in pairs: one person dictates while the other draws, and then they switch.

Other Suggestions: As with any vocabulary, you can make use of Bingo/Lotería, Mata la Mosca, Hombre Invisible/Hangman, and Memory to review the words.

El "Hokey Pokey": Do the Hokey-Pokey in Spanish when your kids need to move around. Here's a model for the lyrics:

Brazo derecho pa'dentro*

Brazo derecho pa'fuera*

Brazo derecho pa'dentro

Y lo nuevo justo así

Bailando el Hokey Pokey

Dando vuelta alrededor

Me gusta bailar así

*"Pa'dentro" and "pa'fuera" are informal spoken contractions (NOT written contractions) of "para adentro" and "para afuera"—slang in this case, for "in" and "out."

Extensions/Assessment Opportunities:

Require your students to build a body using magazine cut-outs and label each part with a vocabulary word from their list. Make sure to specify that all vocabulary words must be represented.

Body Trace: During class time, one student will lie on a sheet of butcher paper while a partner traces the shape of his/her body. This activity often works best in a large, open space like the gym. After both figures have been traced, students will draw in and label all the body parts in Spanish. As a variation, have

students pose for their tracings in unusual action poses. When the pictures are done, cut out the tracings and post them around the room, in hallways, or in other public spaces in the school.

Teacher Tip: Because this activity involves allowing one student into another student's personal space, it is important to allow students to choose their own partners. Also, emphasize to students that when their partner says to stop (because s/he is uncomfortable), they stop immediately and let the other student freehand any missing lines.

Out of This World: The essence of this activity is that students will design a picture of a Martian that has been found in Mexico City, but the specific execution of the activity will depend on your preferences. Currently, this is listed as a mini-project worth 10 points. If you choose to develop this activity into a larger project, make sure to give students clear evaluation criteria when the project is assigned. Some suggestions:



- Students draw and color a Martian, then include a "Martian Fact File" or scientific classification file on the extraterrestrial which describes the Martian in detail. (Ex: *"Es muy alto. Tiene seis piernas rojas y una cara verde. No tiene orejas..."*) This can be a wonderful class bulletin board. A sample "Martian Fact File" is included in the materials for this lesson.
- Students work in pairs and present to the class. One student dresses up as a Martian, the other as an astronaut, astronomer, or general scientist who has encountered this Martian. The scientist presents the Martian to the class and points out the features of the Martian. If you choose, the students will swap and the other one will get to be a Martian of his/her own design.
- Martian fashion show. "Martian" is the hot new look! Tell students that extraterrestrial fashion is all the rage, and that they will be staging a Martian fashion show with Martian outfits of their own design. On the specified day, students will come with their costumes and "walk the catwalk" in the classroom. Meanwhile, the audience of students pretends to be newspaper reporters covering the event, so they should write down notes about the different Martian "looks." After the show, have students share the notes they have written and use them to write a class newspaper article on the fashion show together (an overhead works for this, as does chart or poster paper) that integrates body vocabulary, colors, and the adjectives they have been studying. (Ex: *"Parece que las piernas son muy populares. También, el azul y el verde son los colores de la estación. Sin embargo, Mark y Lilje usaron colores fuertes como el rojo y el anaranjado..."*) Add a headline and a couple photos from the event, print it, and send it home for the students to share with their families. Writing it together after a shared experience allows students to comprehend vocabulary beyond what they would be able to understand on their own—it's a great "complex" activity.

Nombre: _____

Cabeza, Hombros, Rodillas y Pies I: Resource Page for the Body

Escúchale al maestro and fill in the English equivalent of each vocabulary word below.

el cuerpo		la espalda	
la cabeza		el estómago	
la cara		la panza	
el pelo		el brazo	
el cuello		los hombros	
los ojos		*la mano	
las orejas		los dedos	
los oídos		la rodilla	
la nariz		las piernas	
la boca		los pies	
los dientes		los dedos del pie	
la garganta		izquierda	
el pecho		derecha	

Want some help remembering some of the body basics? Try this song out!



Cabeza, hombros, rodillas y pies

Cabeza, hombros, rodillas y pies, rodillas y pies.

Cabeza, hombros, rodillas y pies, rodillas y pies.

Ojos, orejas, boca y nariz.

Cabeza, hombros, rodillas y pies, rodillas y pies.

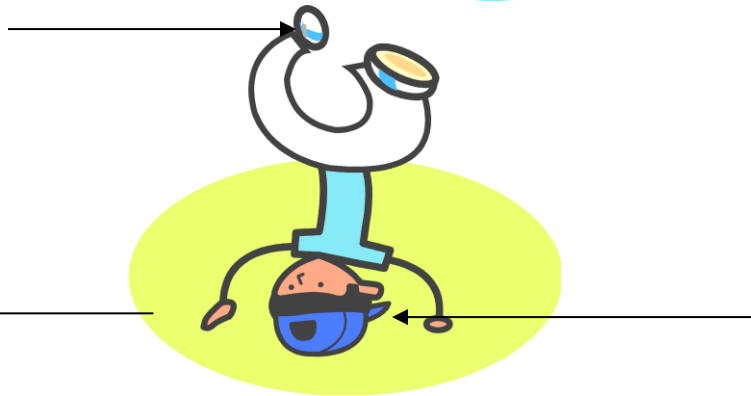
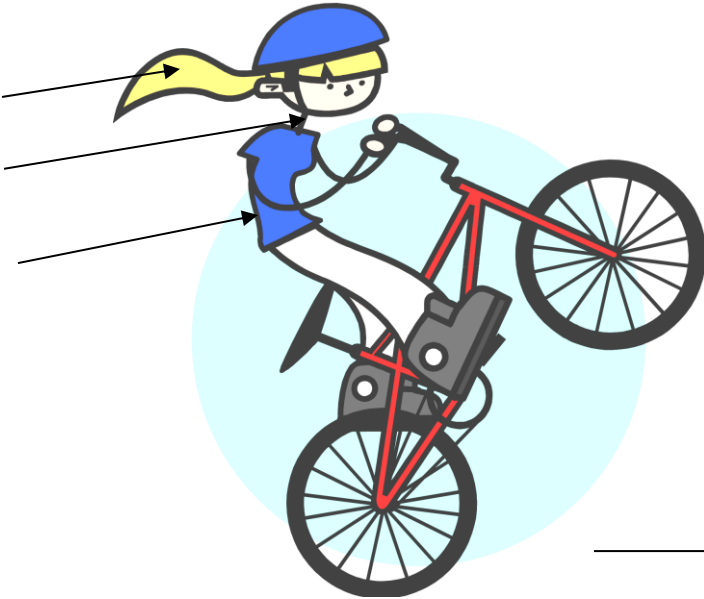
Práctica I: Flashcards- Cut cards apart and write the Spanish on the backside with perfect spelling.

body	eyes	outer ears & inner ears	right	back
head	face	tummy/ belly	nose	stomach
neck	hair	chest	mouth	fingers
throat	arm	teeth	knee	feet
left	shoulders	legs	hand	toes

Nombre: _____

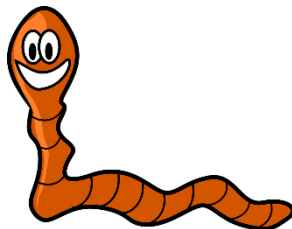
Práctica II: EL CUERPO I

Write the body parts on the lines with perfect spelling. Use your notes to help you!



Group Activity/Gusano: Groups of 2-4, one die, one game board, place markers for each player
Roll the die, move your marker and say the word in Spanish to remain on that spot. If you do not know the word or say in incorrectly, go back the last place you were at on the board.

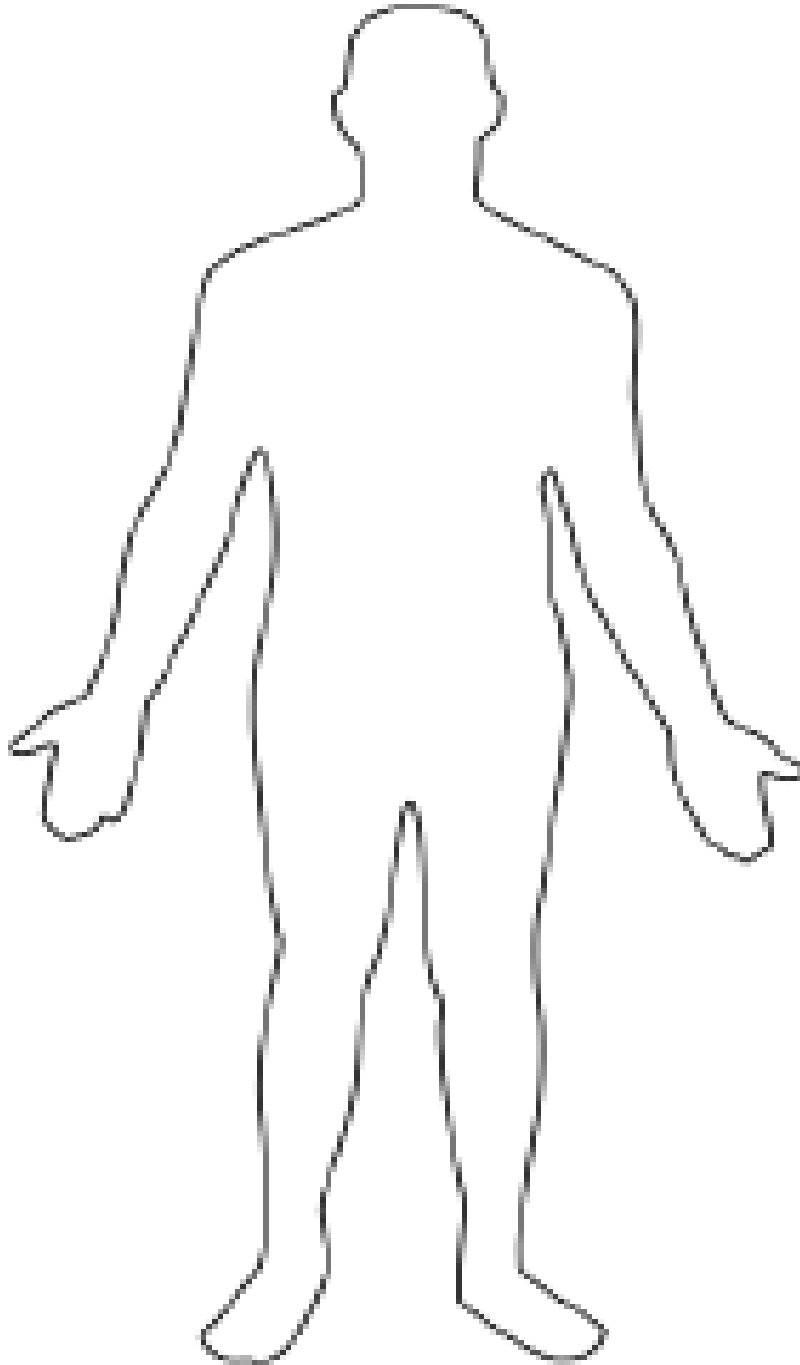
Comienza	head	shoulders	knee	toes	chest	eyes	nose
							right
mouth	teeth	legs	arms	belly	stomach	fingers	outer ears
shoulders							
throat	inner ears	hair	neck	body	back	hand	left
							arm
el fin	right	head	mouth	eyes	nose	feet	leg



Práctica III: Dibujo

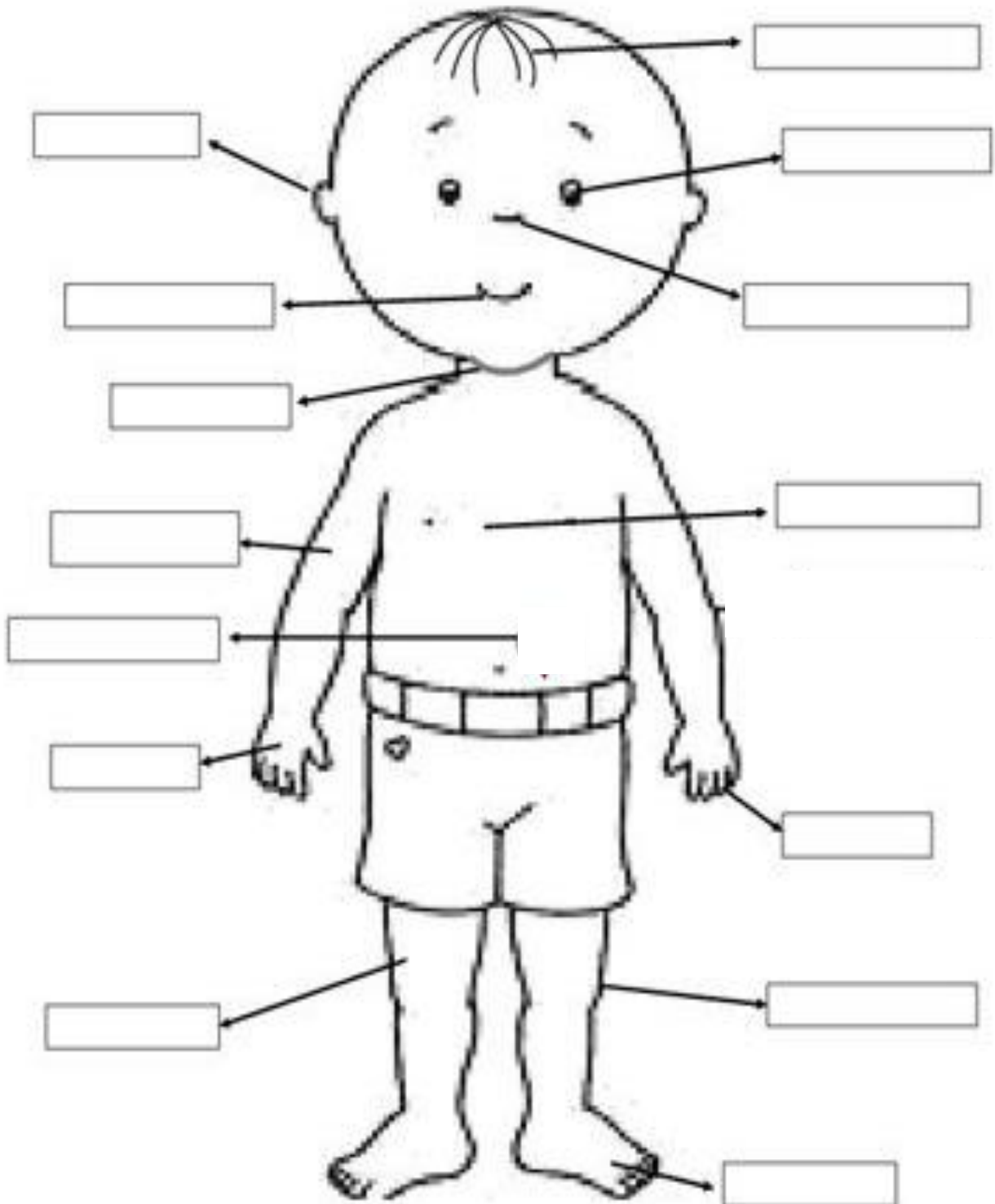
Nombre: _____

Complete the drawing and label at least 20 body parts in Spanish with perfect spelling. Use your Student Resource Page for help!



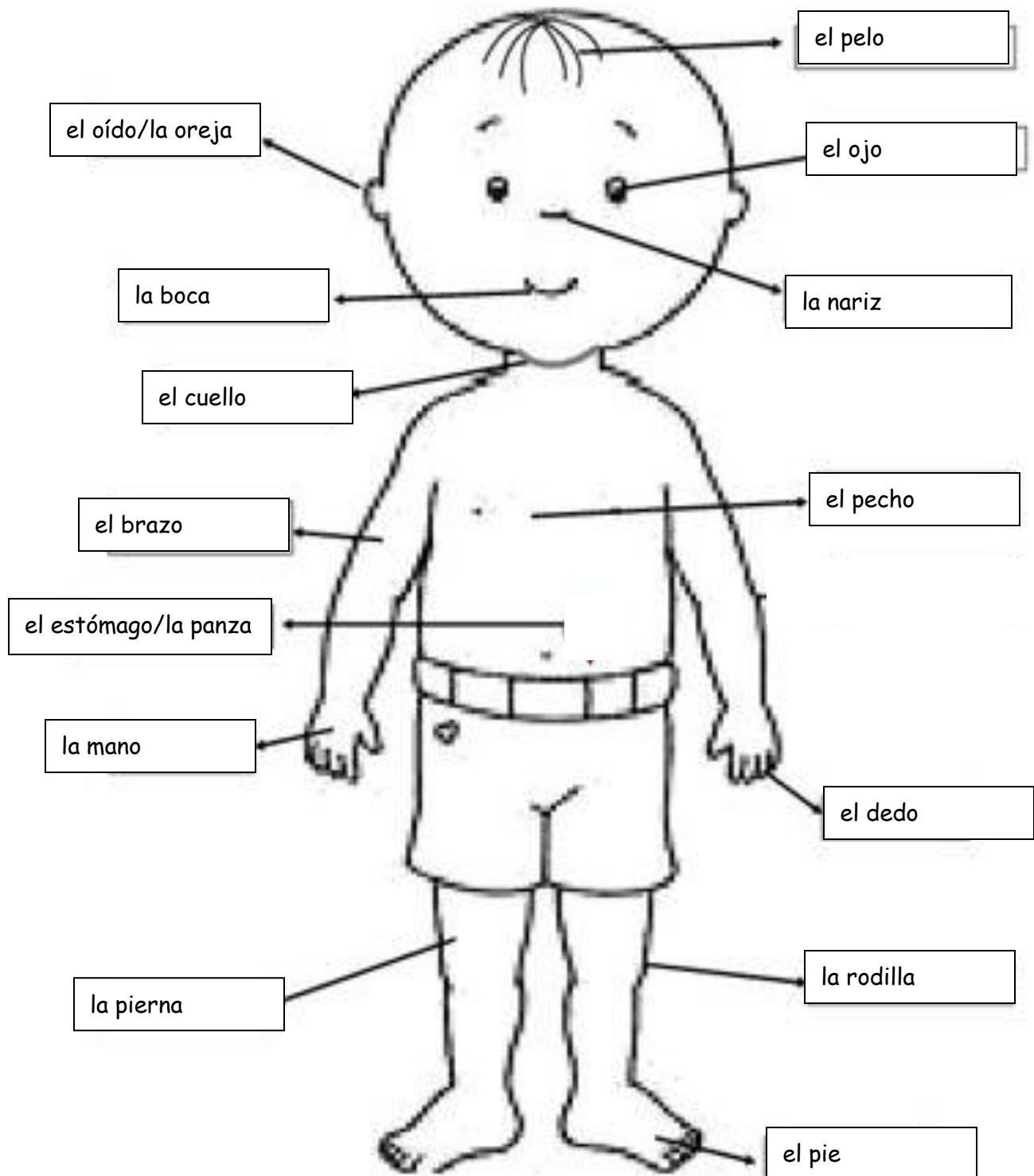
Nombre: _____ Prueba del Cuerpo

Write the body parts that correspond with the model. Do your best with spelling.



Nombre: _____ **KEY** Prueba del Cuerpo

Write the body parts that correspond with the model. Do your best with spelling.



Mini-Proyecto

MARTIAN FACT FILE

Investigador: _____

¿Cómo se llama el marciano?: _____

¿Cuántos años tiene?: _____

¿Dónde vive el marciano?: _____

¿Cómo es el marciano? Descripción física:

1) _____

2) _____

3) _____

4) _____

5) _____

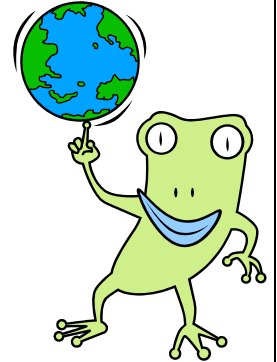
6) _____

7) _____

8) _____

9) _____

10) _____



Personalidad: _____

Scoring Key:

9-10: detailed, neat, creative picture; very few/no grammar or spelling mistakes

8: creative picture, strong Spanish skills with some minor mistakes

7: neat picture, sentences are understandable, but several Spanish mistakes exist

6: includes picture, some Spanish mistakes affect readability

0-5: difficult to understand, incomplete

TOTAL: ____/10

PORCENTAJE: ____%

C. Cabeza, Hombros, Rodillas y Pies II: What Hurts?

This lesson builds off the body vocabulary introduced in the first lesson to focus on how to express pain and discomfort with *me duele* and *tener*.

Prep: 10 minutes

Materials: copies of Student Resource Pages as well as either masking tape, Sticky notes, or toilet tissue (see procedure for more information)

Target Vocabulary and Concepts:

Me duele/n...	My _____ hurts.	tener hambre	to be hungry
Te duele/n...	Your (inf) _____ hurts.	tener sed	to be thirsty
Le duele/n...	Your (formal)/his/her _____ hurts.	tener frío	to be cold
¿Qué te duele?	What hurts you (inf)?	tener calor	to be hot
¿Qué le duele?	What hurts him/her/you (formal)?	tener sueño	to be tired

- Students will understand how to use the verb *doler* to express pain.
- Students will be able to express physiological conditions using the verb *tener*.
- Students will review the verb TENER in all forms

Procedure:

1. To engage the class from the start, greet them at the door patched up in an assortment of bandages, slings, etc.
2. As they come in, tell them about how all the bandaged areas hurt: "*Me duele la cabeza...me duele la espalda...me duelen las rodillas.*" You might even tell them that your **hair** hurts!
3. Tell them that they will be practicing what to say when they are not feeling well physically.
4. Define and pronounce vocabulary on the Student Resource Page.
5. Review the conjugation of *tener*. Use the "Row, Row, Row Your Boat" conjugation tune: *Yo, yo, yo tengo / tú ti-e-nes / él, ella, y usted ti-e-nen / nosotros tenemos / vosotros tenéis / ellos, ellas, ustedes ti-e-nen.*
6. Students will fill in the *tener* chart on their resource page and complete the practice sentences in the Pista box, shown here:

Pista: Notice how in Spanish, we use the verb *tener* to talk about what's going on with our bodies. "*Tengo hambre*" is literally "I have hunger," but it means "I'm hungry."

Try using *tener* to translate each of the following sentences:

She's tired. Ella tiene sueño.

He's cold. Él tiene frío.

We (mixed group) feel hot. Nosotros tenemos calor.

They (m.) are thirsty. Ellos tienen sed.

They (fem) are hungry. Ellas tienen hambre.

7. For the next activity, students will need to choose a partner to mimic a trip to the hospital.
8. One person will play the part of the doctor and the other person will play the role of the injured individual.
9. After greeting each other, the doctor will ask the patient what's hurting, and the patient will reply.
10. Based on the patient's response, the doctor will either "bandage" the affected area or "mark it for surgery," depending on what materials you have available and how much waste you want to generate. (To "bandage," use small strips of masking tape like band-aids or wrap the affected area in toilet tissue. To "mark it for surgery," have students stick on Post-its.)
11. Once they have bandaged all the patient's problem areas, they should switch roles. (Additionally, you may choose to have the doctors try to address other complaints, such as "*Tengo frío*" or "*Tengo hambre*" by bundling up their patients or offering them a snack.)
12. Have a few students demonstrate their skits for the class.

Teacher Tip 1: Because this activity involves allow one student into another student's personal space, it is important to allow students to choose their own partners. Also, offer an "out" to students who are just not comfortable with the compromising of personal space by allowing them to bandage themselves up, limp up to the front of the room, and then tell the class all the things that are ailing them.

Teacher Tip 2: Be clear about ground rules up front. Students at this age typically know what is appropriate physical contact. Let them know that if you witness any contact that is inappropriate (either where or how forcefully they touch), the game stops immediately. If you to believe that any particular group will not handle this activity well, consider work-arounds such as providing pairs with a photocopy of a person which they will "bandage" as needed with masking tape.

13. End with the "*Pobrecito*" song in the Reinforcement Activities and student resource pages, or follow up the next day with it. (This song provides excellent practice and also contains several grammar *pistas*. Make sure to cover the grammar *pistas* and the explanation of *doler* with your students. A key is included here.)

KEY for Verb Watch: Doing *doler* Right

You have worked with a verb before that's very similar to *doler*: it's *gustar*. Remember, reflexives the verb actually needs to agree not with the person experiencing the emotion, but instead with the thing *causing* the emotion.

- "Pizza is pleasing to me" becomes "Me *gusta* la pizza."
- "My feet hurt" becomes "Me *duelen* los pies."

Emphasize to students that it helps to think of these sentences as reading, "My feet hurt ME" to remember the importance of the pronoun. Also, make sure to point out how the definite articles instead of the possessive pronouns are used when speaking about body parts: "Me duelen **los pies**" instead of "Me duelen mis pies."

Suggested Tarea:

Two practice sheets a small group activity and a test are included in the materials for this lesson.

Reinforcement Activities:

¿Qué te pasa?: This is a quick Charades-like game. Divide the class into teams, then have a representative come up and pull an ailment from a hat to act out—it may be that something hurts, or that they are cold, etc. See how many the team can get in 30 seconds, then switch to the other team. Award a prize to the team that gets the most correct.

"Pobrecito" song: Sung to the tune of "Allouette," this song repeats key phrases so students can get plenty of practice. Teach it to your class using, substituting in the different body parts in turn and ending with the first verse once more. Split the class in half so one half can sing the song in the two voices shown below. (The bold is for both voices to sing together.) Have students highlight one voice on their copies so they can follow along, and make sure you explain new vocabulary and go over the *Pistas* on their copy with them. The song follows here.

Pobrecito

Chorus: *¡Ay, amigo! ¿Yo que voy a hacer?
Tengo gripe, fiebre y calor
¿Cómo te sientes?
¿Cómo me siento?
¡Me siento mal! ¿Muy mal?
¡Muy mal! ¡Estás mal!
Sí, sí, sí, sí
¡Pobrecito, ay, qué pobrecito!
Pobrecito, ¡vamos al doctor!*

*La cabeza, me duele la cabeza,
La cabeza, ¡ayúdeme, doctor!
¿Te duele la cabeza?
Me duele la cabeza.
Cabeza, cabeza
Médico, médico
¡AY-yi-yi-yi!
La cabeza, me duele la cabeza,
La cabeza, ¡ayúdeme, doctor! [Chorus]*

*La espalda, me duele la espalda,
La espalda, ¡ayúdeme, doctor!
¿Te duele la espalda?
Me duele la espalda.
Espalda, espalda
Médico, médico
¡AY-yi-yi-yi!
La espalda, me duele la espalda,
La espalda, ¡ayúdeme, doctor!... [Chorus]*

Assessment/Extension Opportunities:

There are several practice sheet, activities and a test included in this unit.

Stage a play: Have students work in small groups to write a play in which someone falls sick and act it out for the class. Encourage melodrama and soap-opera theatrics. You may choose to create a grading rubric or checklist which outlines your expectations for students and use this assignment as a test grade.

¡Cabeza, Hombros, Rodillas y Pies! II: What hurts?

Student Resource Page for the Body



Nombre: _____

Me duele/n...		tener hambre	
Te duele/n...		tener sed	
Le duele/n...		tener frío	
¿Qué te duele?		tener calor	
¿Qué le duele?		tener sueño	

Escúchale al maestro and fill in the English equivalent of each vocabulary word below.

Quick review: TENER- to have

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

To memorize the new forms of this verb, practice singing the conjugation to "Row, Row, Row Your Boat."



Yo, yo, yo tengo / tú ti-e-nes / él ella y Usted ti-e-nen...

Pista: Notice how in Spanish, we use the verb *tener* to talk about what's going on with our bodies. "*Tengo hambre*" is literally "I have hunger," but it means "I'm hungry."

Try using *tener* to translate each of the following sentences:

She's tired. _____

He's cold. _____

We (mixed group) feel hot. _____

They (m.) are thirsty. _____

They (fem) are hungry. _____

¡Cabeza, Hombros, Rodillas y Pies! II: What hurts?—Student Resource Page

Pobrecito (to the tune of "Allouette")

Chorus: ¡Ay, amigo! ¿Yo que voy a hacer?

Tengo gripe, fiebre y calor

¿Cómo te sientes?

¿Cómo me siento?

¡Me siento mal! ¿Muy mal?

¡Muy mal! ¡Estás mal!

Sí, sí, sí, sí

¡Pobrecito, ay, qué pobrecito!

Pobrecito, ¡vamos al doctor!

La cabeza, me duele la cabeza,

La cabeza, ¡ayúdeme, doctor!

¿Te duele la cabeza?

Me duele la cabeza.

Cabeza, cabeza

Médico, médico

¡AY-yi-yi-yi!

La cabeza, me duele la cabeza,

La cabeza, ¡ayúdeme, doctor! [Chorus]

La espalda, me duele la espalda,

La espalda, ¡ayúdeme, doctor!

¿Te duele la espalda?

Me duele la espalda.

Espalda, espalda

Médico, médico

¡AY-yi-yi-yi!

La espalda, me duele la espalda,

La espalda, ¡ayúdeme, doctor!... [Chorus]



Pistas for Understanding "Pobrecito"

Pista 1: Notice how in Spanish, we use the articles *el* and *la* instead of saying "my" or "your." "*Me duele la espalda*" is literally "The back hurts me," but it means "My back hurts." We know **whose** back we're talking about by the pronoun *me* out front.

Pista 2: Speaking of how we talk about pain in Spanish...did you notice that the verb *doler* agrees with the body part that is hurting? "*Te duele la espalda*" but "*te duelen los pies*." **It's just like the verb *gustar*.**

Pista 3: *Pobrecito/a* is a wonderful word in Spanish which can be used when you are trying to sympathize with someone who's having a rotten time of things. It means "poor little dear!" and it's formed by putting a diminutive ending (an ending which we use when we want to express that something is small or precious to us) on the word *pobre* (which means "poor.")

Verb Watch: Doing *doler* Right

You have worked with a verb before that's very similar to *doler*: it's _____. Remember, with this type of verb the verb actually needs to agree not with the person experiencing the emotion, but instead with the thing **causing** the emotion.

- "Pizza is pleasing to me" becomes "Me _____ *la* pizza."
- "My feet hurt" becomes "Me _____ *los* pies."

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

My _____ hurts.	Your (informal) _____ hurts.	Your (formal)/his/her _____ hurts.	What hurts you? (informal)
What hurts him/her/ you (formal)?	to be hungry	to be thirsty	to be cold
to be hot	to be tired	Name all forms of TENER	

Práctica II: El Cuerpo II

Nombre: _____

¿Qué le duele? For each number below, describe what hurts for the person in the picture using *duele* or *duelen* in a complete sentence.



1. _____



2. _____



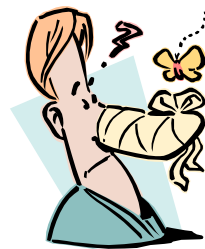
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Translate the following sentence into Spanish.

9. My back and my arms hurt. _____

Nombre: _____

Práctica III: El Cuerpo II

¿Cómo se siente? For each picture shown below, describe how the person feels using one of the *tener* phrases you learned. Use the form of *TENER* that is listed.

1. Yo _____



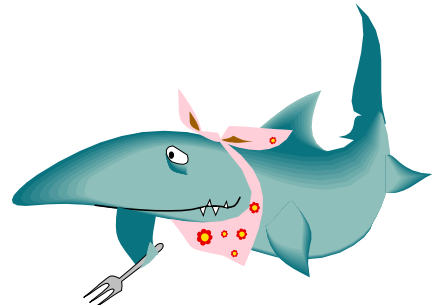
2. Ustedes _____



3. Nosotras _____



4. Anita _____



5. Vosotros _____



Yaaaaawn!

Partner Activity: ¿Qué le duele? **Persona A**

Nombre: _____

Ask your partner the following questions and write their answers on the blanks.

Use the answers in the box to answer his/her questions in complete sentences.

1. ¿Qué le duele Lulú? _____
2. ¿Qué le duelen Isabela? _____
3. ¿Qué le duele Sandra? _____
4. ¿Qué le duelen Rafael? _____
5. ¿Qué le duele Lola? _____

Le duele/n...

Luisa- knee

Ana- head

Carlos- legs

Mariana- eyes

Lupe- foot

Partner Activity: ¿Qué le duele? **Persona B**

Nombre: _____

Ask your partner the following questions and write their answers on the blanks.

Use the answers in the box to answer his/her questions in complete sentences.

1. ¿Qué le duele Lupe? _____
2. ¿Qué le duelen Carlos? _____
3. ¿Qué le duelen Mariana? _____
4. ¿Qué le duele Luisa? _____
5. ¿Qué le duele Ana? _____

Le duele/n...

Lola- neck

Isabela- toes

Rafael- hands

Sandra- nose

Lulú- throat

Group Activity- Caramba

Materials: **two copies** of the cards below on darker colored paper for each group of 3-4 students.

Cut the cards and place them face down to make a "lago." Take turns drawing one card at a time and saying what hurts according to the card. For example, "Me duele la cabeza." Or "Me duelen los ojos." If the sentence is said correctly, keep the card and make a pile of the answers you got correct. If the sentence is incorrect, return the card to the "lago" and mix it up a bit. Whoever draws a "Caramba" card must return ALL your cards to the "lago." Whichever student has the most cards in his/her pile when the teacher says the game is over is the winner.

body	eyes	outer ears	iCaramba!	back
head	face	tummy/ belly	nose	iCaramba!
neck	hair	chest	mouth	fingers
throat	arm	teeth	knee	feet
left	shoulders	legs	hand	toes

Nombre: _____ Examen: ¿Qué le duele?

TOTAL: ____/30

PORCENTAJE: ____%

Part I: Fill in the forms of TENER. (5)

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

Write a sentence in Spanish using a TENER expression with the information provided. (10)

1. Yo/cold _____
2. Ustedes/tired _____
3. Vosotras/hungry _____
4. Tú/thirsty _____
5. Lola y yo/hot _____

Part III: Answer the questions in complete sentences using the information in parenthesis. (15)

1. ¿Qué te duelen? (belly and feet) _____
2. ¿Qué le duele Ana? (back) _____
3. ¿Qué le duelen la Señorita? (throat and neck) _____
4. ¿Qué le duelen Usted? (legs and arms) _____
5. ¿Qué le duele Raúl? (body) _____

***Check In: Did you feel prepared for this quiz? How long did you study? _____**

Nombre: _____ **KEY** Examen: ¿Qué le duele?

TOTAL: ____/30

PORCENTAJE: ____%

Part I: Fill in the forms of TENER. (5)

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

Write a sentence in Spanish using a TENER expression with the information provided. (10)

6. Yo/cold Yo tengo frío.
7. Ustedes/tired Ustedes tienen sueño.
8. Vosotras/hungry Vosotras tenéis hambre.
9. Tú/thirsty Tú tienes sed.
10. Lola y yo/hot Lola y yo tenemos calor.

Part III: Answer the questions in complete sentences using the information in parenthesis. (15)

6. ¿Qué te duelen? (belly and feet) Me duelen la panza y los pies.
7. ¿Qué le duele Ana? (back) (A Ana,) Le duele la espalda.
8. ¿Qué le duelen la Señorita? (throat and neck) (A la Señorita,) Le duelen la garganta y el cuello.
9. ¿Qué le duelen Usted? (legs and arms) Me duelen las piernas y los brazos.
10. ¿Qué le duele Raúl? (body) (A Raúl,) Le duele el cuerpo.

***Check In: Did you feel prepared for this quiz? How long did you study?** _____

D. ¿Qué tiempo hace?: Weather, hacer, Clothing (2 lessons)

The first lesson teaches the verb *hacer* and vocabulary for discussing the weather and seasons. The second lesson adds to students' knowledge of clothing vocabulary, focusing on weather-appropriate accessories.

Prep: 20 minutes

Materials: copies of Student Resource Pages, weather wheel (see procedure for details), student copies of the *¿Qué tiempo hace?* weather window and the four following weather graphic pages, model of finished *¿Qué tiempo hace?* project (see procedure for details), large paper clip, pen or pencil

Target Vocabulary and Concepts:

el tiempo	the weather	llueve	It rains.
hacer	to make/to do	nieva	It snows.
Hace buen tiempo.	It's nice weather.	la lluvia	the rain
Hace mal tiempo.	It's bad weather.	la nieve	the snow
Hace sol.	It's sunny.	la neblina	the fog
Hace frío.	It's cold.	el sol	the sun
Hace calor.	It's hot.	las nubes	the clouds
Hace viento.	It's windy.	la estación	the season
estar	to be	el invierno	the winter
Está nublado.	It's cloudy.	el otoño	the fall
Está nevando.	It's snowing (right now).	la primavera	the spring
Está lloviendo.	It's raining (right now).	el verano	the summer

- Students understand that *estar* can be used for events taking place at the moment.
- Students will correctly conjugate and use *hacer*.

Procedure:

1. Before class, you will need to construct a Weather Wheel. This is a simple circle divided into eight slices like a pie. In each slice of the pie, paste one of the pictures from the four graphics pages included in this unit for the *¿Qué tiempo hace?* project. You have made a spinner. You may want to laminate the wheel to ensure the spinning surface is as smooth as possible.
2. Begin class by having your students gather around in a circle or semicircle. Show them the Weather Wheel and ask them *¿Qué tiempo hace?* Point to the wheel and repeat your question. Ask them what they think *¿Qué tiempo hace?* means. Guide them toward the response.
3. Point out all the nice-looking weather scenes to your students and say, "*Hace buen tiempo.*" Point out the bad weather and tell them "*Hace mal tiempo.*" Check for understanding.
4. Take a large paperclip and hold it in the center of the circle with the tip of a pencil. Invite a student to come and flick the paperclip with his/her fingernails.
5. Look at where the paperclip stops, and describe the weather in that picture. Because some pictures fit more than one description, act out the different elements as you talk to clarify. For example:
Hace mal tiempo. Está nublado. (Trace the outline of the clouds in the picture.) *Está lloviendo.* (Use your fingers to mimic falling rain.) *Hace viento.* (Make a whooshing sound and push out with your hands.)
6. After doing several examples, go over the vocabulary and pronunciation on the student resource pages.
7. Be sure to spend extra time explaining the verb *hacer*. Information about the verb is on the resource pages as well, but it is also reproduced here:

hacer- to do or to make.

yo	hago	nosotros	hacemos
tú	haces	vosotros	hacéis
él ella usted	hace	ellos ellas ustedes	hacen

In addition to its literal meaning, *hacer* is used in many expressions in Spanish. Above, you can see some focusing on weather. Here are a few more:

- *hacer amigos* = to make friends
- *hacer el papel* = to play a role/part (*hacer el papel de Inocente / Malvado / Bobo*)

8. Next, students will construct their own weather review tool with the *¿Qué tiempo hace?* project. **Make sure to make a model before class so students see what they finished project looks like and also so that you can coach students through the process.**
9. To complete this project, the white space inside the window on the main sheet should be cut out with a pair of scissors.

10. The **top and bottom edges only** of the main sheet should be stapled or glued to a heavy piece of paper of the same size. The sleeve you have made will be open on the two shorter ends.
11. Next, take a heavy piece of paper such as construction paper or tag board and trim it slightly so it can slide through the two sheets of the *¿Qué tiempo hace?* sleeve. You can use paper that is the same size as the sleeve you just made, but it is easier to use if it is significantly longer. (If you don't have longer paper, you will need to cut a semicircle notch at the very edge of each short side so that the inner paper can be grasped and pulled through the sleeve you have made with the *¿Qué tiempo hace?* page and the piece of construction paper.)
12. The 8 pictures on the graphics pages should be glued onto this new paper—put four pictures on the front and four on the back. (Glue sticks are recommended over squeeze bottle glue, as it's easier to firmly stick down the edges and corners of the weather pictures so they don't snag.)
13. Order does not matter, but alignment does. Help your students make sure their pictures are properly aligned on the heavy paper before gluing so they can be clearly viewed through the open window. (A good strategy is to have students put the paper inside the sleeve and make small pencil marks where the top and bottom of the window are, then remove the center paper and use those marks to align their pictures.)
14. If needed (if the paper is the same length as the sleeve), cut a thumbprint sized semicircular notch in the middle of the short edges on each side so that students can more easily grasp the inner paper and move it so different weather scenes should appear in the window.
15. Finally, have students work in partners or small groups to demonstrate their weather projects. They can slide the center sheets through the sleeve they made and challenge their partner to describe the scene that shows.

Suggested tarea:

Have students write at least two sentences for each picture in their *¿Qué tiempo hace?* project. They may write them on the very bottom of each picture, but they should be careful that the words don't show in the window.

¿Qué tiempo hace?: Student Resource Page I Nombre: _____

Escucha tu maestro/a y escribe el inglés aquí.

el tiempo		llueve	
hacer		nieva	
Hace buen tiempo.		la lluvia	
Hace mal tiempo.		la nieve	
Hace sol.		la neblina	
Hace frío.		el sol	
Hace calor.		las nubes	
Hace viento.		la estación	
estar		el invierno	
Está nublado.		el otoño	
Está nevando.		la primavera	
Está lloviendo.		el verano	

hacer- _____ or _____.

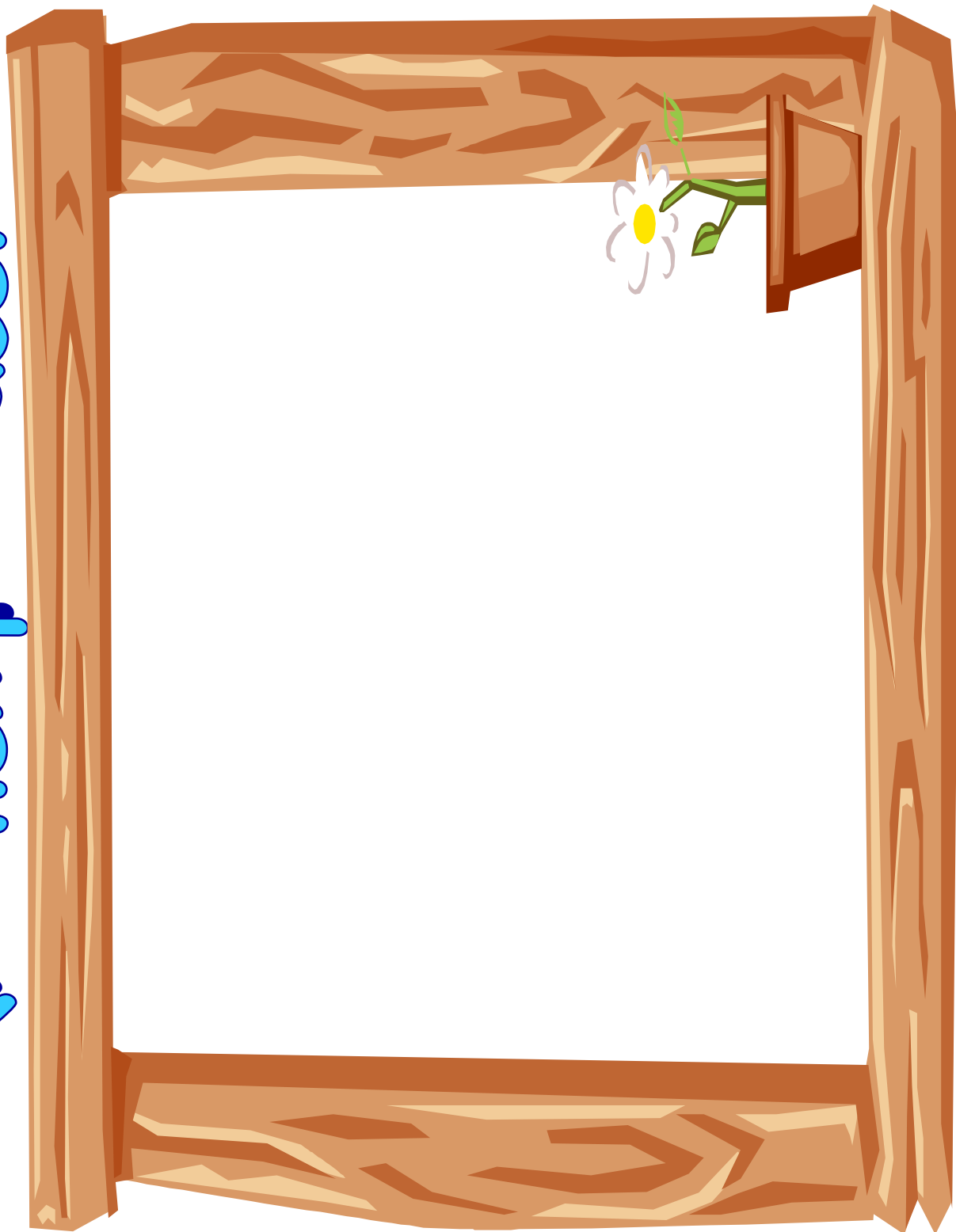
yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

In addition to its literal meaning, *hacer* is used in many expressions in Spanish. Above, you can see some focusing on weather. Here are a few more:

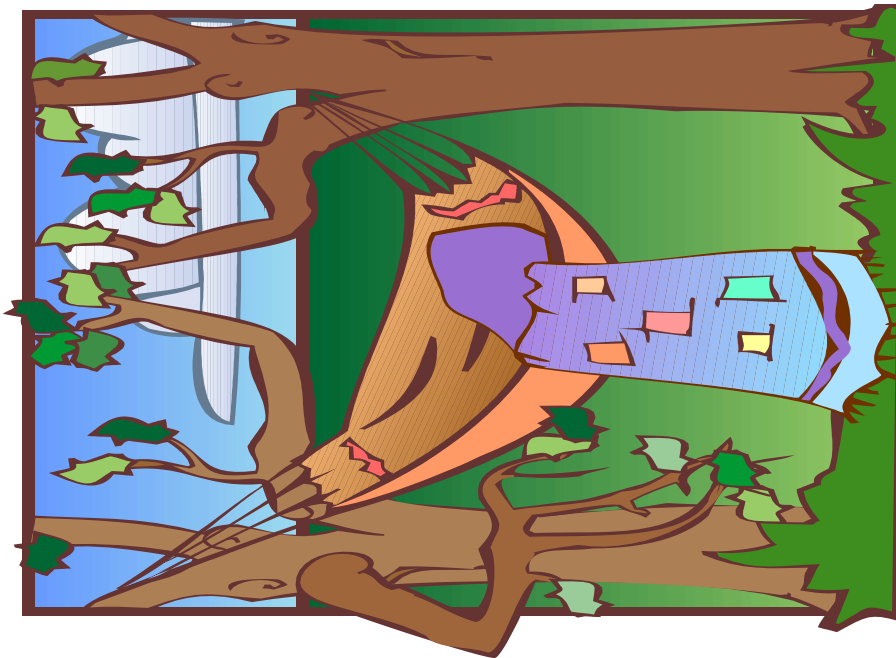
- *hacer amigos* = _____
- *hacer el papel* = _____

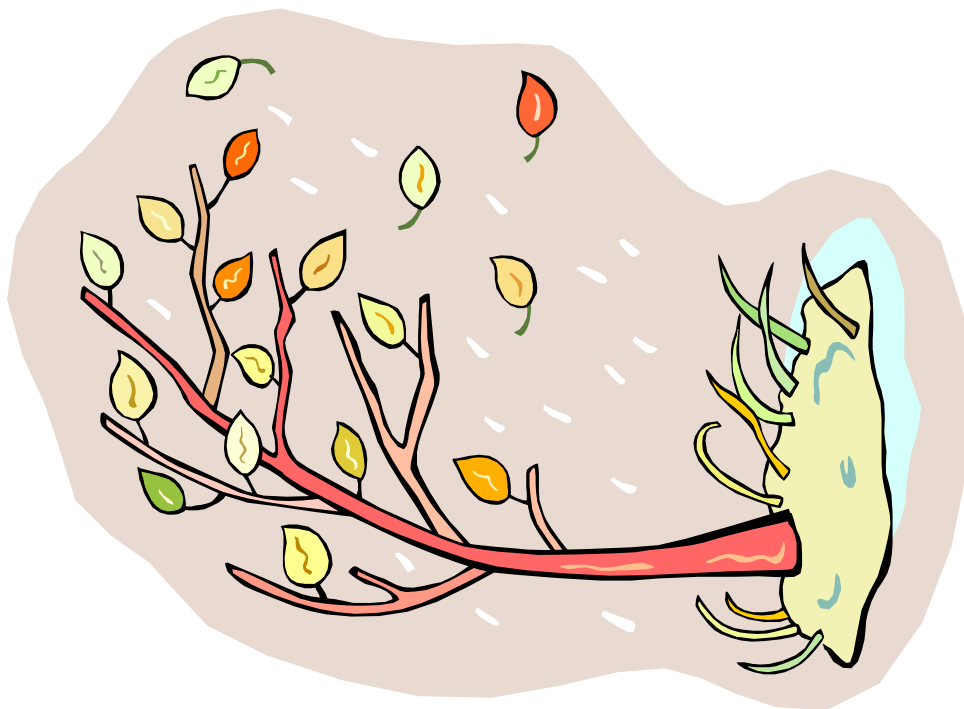
Weather Window

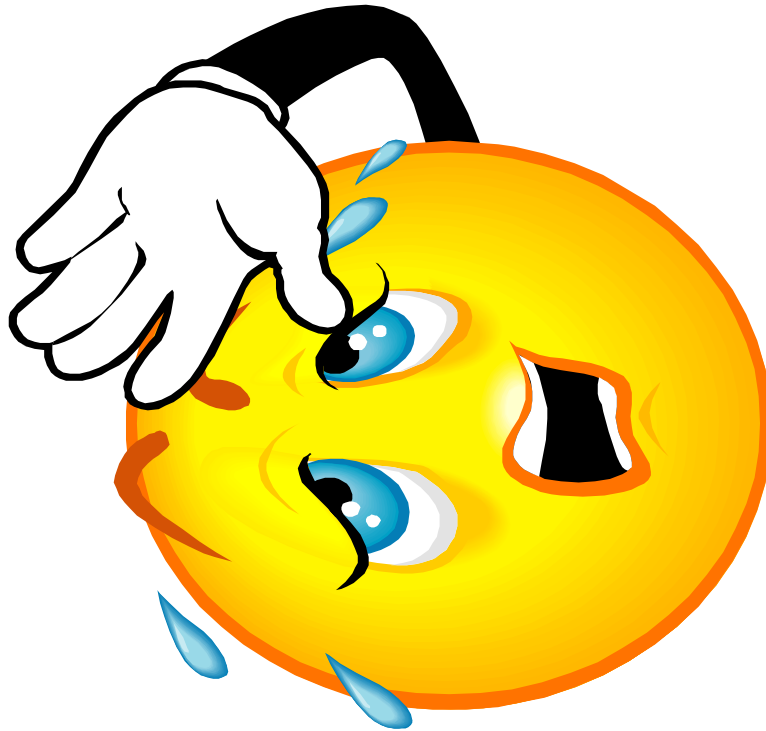
¿Qué tiempo hace?

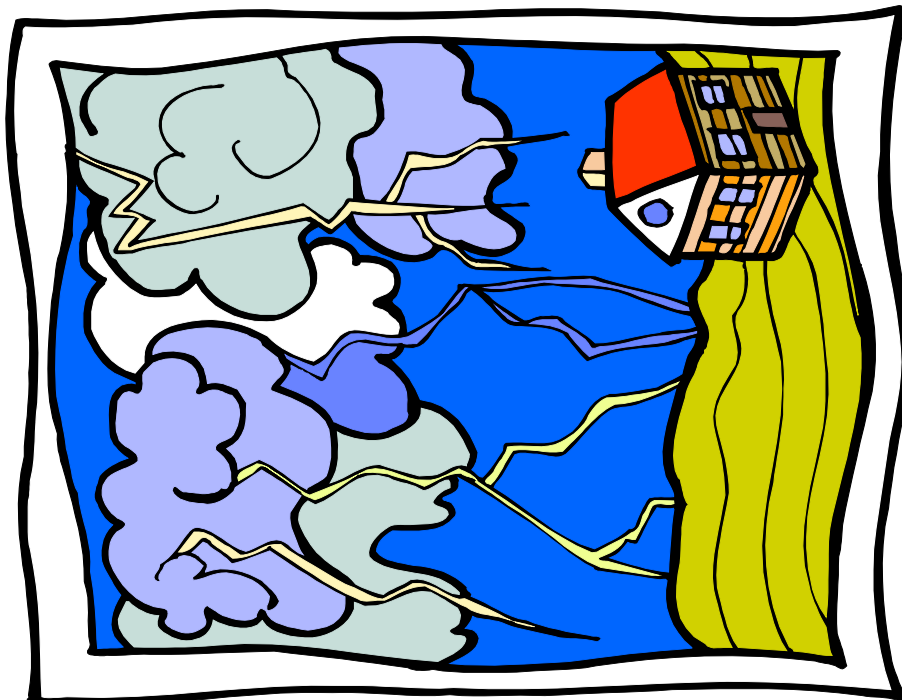
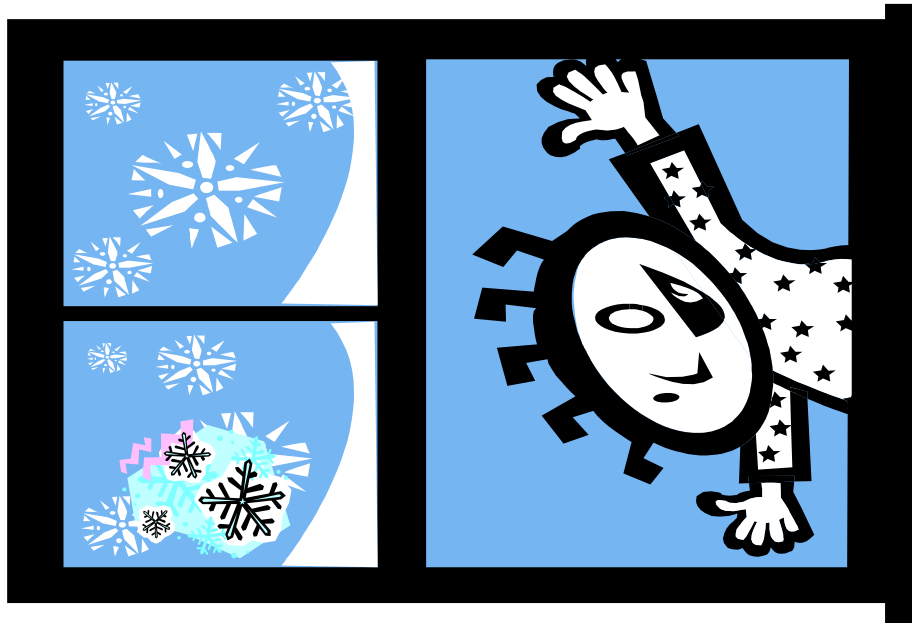


Resource Pictures for Weather Wheel:









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

the weather	to make/ to do	It's nice weather.	It's bad weather.
It's sunny.	It's cold.	It's windy.	to be
It's cloudy.	It's snowing. (right now)	It's raining. (right now)	It rains.
It snows.	the rain	the snow	the fog
the sun	the clouds	the season	winter
spring	fall	summer	What's the weather?

Lesson 2 of ¿Qué tiempo hace?: Weather, hacer, and More Clothing

Prep: 40 minutes

Materials:

- copies of Student Resource Pages
- student copies of country information sheet for their suitcases
- sample travel suitcase to model for students (see procedure for full description)
- long construction paper or manila folders for each student and stencils/outlines for making suitcase handles OR teacher-prepared suitcases and handles
- one sheet of unlined white paper per student
- clothing catalogs or child-friendly magazines to cut apart (be careful to screen magazines for inappropriate advertisements and/or celebrity photos first—they are unfortunately common)
- maps of Guatemala showing major cities and geographical features (try the internet)
- art supplies such as glue sticks, stapler, markers, crayons, etc.

Target Vocabulary and Concepts:

el paraguas	the umbrella	las gafas del sol	the sunglasses
el impermeable	the raincoat	la gorra	the cap/baseball hat
las botas	the boots	el traje de baño	the swimsuit
el gorro	the (winter) hat	las sandalias	the sandals
la bufanda	the scarf	hacer un viaje	to take a trip
los guantes	the gloves	hacer la maleta	to pack the suitcase

Procedure:

1. To begin the class, show the students the sample suitcase you have “packed” and describe it to them as the suitcase that fictional characters Dani or Ben is taking to San Antonio Aguascalientes. For example: *“Dani va a San Antonio Aguascalientes, Guatemala. (Show them your info sheet, complete with picture.) Ella va a llevar una maleta con ropa. Ella necesita hacer su maleta. Hace buen tiempo en San Antonio Aguascalientes. Hace un poco calor y durante el verano llueve mucho. Ella va a llevar tres camisas de verano, un traje de baño, unas sandalias, unos pantalones cortos, un impermeable...”*
2. Once you have finished describing the contents of the suitcase, ask students if they can summarize what you said.

3. Go over the vocabulary list with the students, giving them the definitions and practicing pronunciation. Make sure to cover the notes at the bottom of their resource page on compound words and *hacer*, shown here:

KEY for Compound Words

As you know, compound words are words made up of two or more words put together. "Windshield" is one such word in English: wind + shield = windshield.

Compound words also exist in Spanish. One example is *paraguas*, in the vocabulary list above. Broken down, it's *para* + *aguas*, which is **para (for)** + **aguas (waters)**. So, your umbrella is really your "for-waters." Breaking down compound words into their individual parts can help you understand unfamiliar words as you learn.

Para is used in other compound words in Spanish. One such word has found its way into English: *parasol*, made of **para (for)** + **sol (sun)**, though most dictionaries suggest this word actually found its way into English from French and Italian. However, if you continue studying Spanish, you will eventually run across other compound words in Spanish using *para*, like:

parabrisas = **para (for)** + **brisas (breezes)**

parachoques = **para (for)** + **choques (crashes)**

paracaídas = **para (for)** + **caídas (falls)**



What do you think those words mean? **windshield, bumper, parachute**

Hint: you can see each of them in the pictures on this page!

Nota: When introducing the above information box and the following one, be sure to emphasize these points:

- Languages can reflect thought patterns. (Students will likely be able to identify with the logic of naming something that is intended to shelter you from rain a "for waters" instead of an "umbrella.")
- Not all words and sentences can be literally translated when you work between languages: *hacer* means to do/make, but *hacer la maleta* does not mean "to make the suitcase."
- *Parasol* may originally have come from the Italian *parasole*, but the reason it looks so much like Spanish is because French, Italian, Portuguese, and Spanish are all **Romance languages**. This doesn't mean they're going to impress potential dates, just that they are all based in Latin, which

has ties to Italy and Rome. (**Rome** is the point from which the term "Romance language" has been derived.)



KEY for Another Look at Hacer



Pop quiz: What's the literal meaning of the word *hacer*?

to make or to do

In your vocabulary list this time, you can see two more idiomatic phrases that use the verb *hacer*. Idiomatic phrases are phrases that you can't translate literally or word-for-word. What are the two new idiomatic phrases that use *hacer*, and what do they mean?

Idiomatic Spanish Phrase	Meaning in English
hacer un viaje	to take a trip
hacer la maleta	to pack the suitcase

To make sure you are ready to take advantage of this very useful new verb, practice conjugating it in the table below.

HACER:

Remember to
pay attention in
the **yo** form!

yo	hago	nosotras	hacemos
tú	haces	vosotros	hacéis
ella	hace	ustedes	hacen

3. Begin the Packing for Guatemala Project: The Packing for Guatemala activity reinforces clothing vocabulary and also lets students become more familiar with the variety of climates in Spanish-speaking countries while focusing primarily on Guatemala.

4. For this activity, you will need to prepare a sample to show students ahead of time. You will need long construction paper or manila folders for making paper suitcases, stencils/outlines for making the handles, one sheet of unlined white paper per student, copies of the student city information sheet included in this lesson, clothing catalogs or child-friendly magazines to be cut apart (be careful to screen magazines for inappropriate advertisements and/or celebrity photos first—they are unfortunately common), maps of Guatemala showing major cities and geographical features, and art supplies such as glue sticks, stapler, markers, crayons, etc.

5. To allow students more time in class to prepare their projects, you may choose to cut out the suitcases and handles ahead of time. However, if most of your students have internet access at home or through the school, you may choose to have them begin the project with you but finish it as homework.
6. Each student will choose a site in Guatemala from a list, or you can have them draw from a hat. Tell half the class they will be going on a trip to the location they have drawn in one week, and tell the rest of the class that they are planning to go to their location in 6 months.
7. Students will look up their cities and find out the weather there (or in a nearby city) online using a site such as CNN or the Weather Channel. (If you do not have internet access in the classroom, you will need to print this information out ahead of time and/or bring in books or articles describing the climate of the assigned regions.
8. On the information sheet, students will write in Spanish the place they are going, the weather there, and the clothing they will take with them.
9. Students will then make a paper suitcase with handles. On one half of its interior, they will glue a blank piece of white paper. On the other half, they will glue the information sheet. Have them include a picture of their destination on the blank photo spot. They may draw it or print it out from the internet. (If internet resources are not available for your students, you may need to print out photos ahead of time and distribute them to your students when you assign their location.)
10. They can search through the magazines for the clothing they planned to take on the trip. They should cut it out, and glue it onto the blank paper (they may also draw it, if they prefer). Students will label each item of clothing in Spanish.
11. Once they are finished, students may decorate the exterior of their suitcases with stickers or labels of the names of other places they have been or would like to go.
12. Finally, they will present their suitcase and its contents in Spanish, utilizing correct pronunciation of numbers, clothing, and weather vocabulary.

Suggested Tarea: There are several practice sheets, activities and a test included in this unit.

Reinforcement Activities:

¿Qué tiempo hace?: Use the window slides the students made in the last lesson to review vocabulary. For example:

- tell them what season it is and ask them to use their window slides to show possible weather scenes for that season and to describe what the weather might be like
- students work in partners; one student displays a scene on their window slide to another student, while the second student states what clothing items s/he would need to go out that day: *E.g., Necesito gafas de sol y pantalones cortos.*

Caliente/Frío: Use this quick activity as a fun break and a way to reinforce the words *caliente* and *frío*. Divide the class into two teams and send one student from each team out of the room. Let the students left in the classroom hide two different objects (make sure they choose objects for which they already know the vocabulary, such as objects from this lesson). The two students who left will then come back into the room. Each team will ask their student where the object is that they have hidden: *¿Dónde está el paraguas?* or *¿Dónde está el basurero?* Once both students know what they are looking for, they will begin their search while their team gives them hints in the form of *caliente* and *frío*. The closer their seeker gets to the hidden object, the "hotter" s/he is, but the further away s/he gets, the "colder" s/he is. Before beginning, you may write a few fun encouraging phrases on the board for students to use: *Estás congelado/a, estás quemándote*, for example.

Hace or Está?: For this activity, each student will need one 4"x6" or larger card that says *hace* and one that says *está* written in large letters. You may have students make the cards themselves on scrap paper or oversized index cards. Meanwhile you will need a selection of oversized flash cards that contain the second half of weather phrases that begin with *está* or *hace*. Examples include: *frío, nublado, sol, viento, etc.* You will hold up one of your cards, like *nublado*, and the students will hold up the beginning to the weather phrase they have learned: *está*. (Obviously, "hace nublado" is grammatically incorrect, as is "está viento.")

Coin Toss: For this game, divide your class in two. You will need a variety of props from the vocabulary list from this unit: a ski hat, a baseball hat, sunglasses, an umbrella, a scarf, gloves, etc., and a coin from a Spanish-speaking country, if you have one. (If you don't, a quarter works just fine.) Put all the clothing items into a box or duffel bag. Bring up one contestant from each team to face off. Designate one side of the coin to be "ropa" and the other side "tiempo." Flip the coin, call out what it landed on, and immediately draw a piece of clothing from the bag. If the coin landed on "ropa," the students must name the item of clothing/the accessory you show: "¡el paraguas!" If the coin landed on "tiempo," the students must correctly use the term for the weather in which the item would be used: "¡Está lloviendo!" The first student to correctly respond earns a point for their team.

Any of the classic vocabulary games such as *Memoría, Lotería/Bingo, Hombre Invisible/Hangman*, and *Around the World* also work for reviewing vocabulary. Weather also makes a good Jeopardy category.

Extensions/Assessment Opportunities:

Weather Forecast: Provide students with a visual (poster or overhead) of the week's forecast in English. Ask them to summarize the weather in Spanish in written or oral form.

Weather Mobile: Collect a variety of materials to make weather mobiles: straws, tape, construction paper, popsicle sticks, markers, and thread/fishing line. Individual students (or small groups) will make a weather

mobile to display weather vocabulary in a visual way. At this level, students will be able to construct a mobile without needed pre-designed shapes, but you will need to talk about the principles of mobiles with them—spacing and distributing things to achieve balance. (Make sure to make your own model ahead of time to show them what the final project will look like and to ensure you can offer them support and suggestions.) Invite students to design their own mobiles, labeling the different shapes they create in Spanish with the weather phrase that goes with it: *e.g., Está nublado* written on a cloud, *está lloviendo* on an umbrella. To add interest to the assignment, give the groups different weather situations that their mobile should represent, and ask them to include and label accessories such as sunglasses, boots, and the like along with the clouds/sun/rain. Weather situations could include:

- Hay un huracán.
- Es verano.
- Estás en Wisconsin durante el invierno.

Climate Report: Have students write a short text about the climate in their area. How many seasons are there? (In many states, students may be unfamiliar with the concept that not all places have four seasons. Sometimes a wet and dry season is all that is really noticeable, for example. This is also a good time to explain that all countries south of the equator, including most of South America, experience their summer and winter during the opposite months from countries in the northern hemisphere. So, although when it is January in Wisconsin it is also January in Argentina that means big coats and snow in WI, but light clothing and visits to the beach in Argentina. The resource page includes a diagram and information.) What is the weather like during each season? What months have special holidays? You may want students to try writing this on their own and then sharing with the class, or you may have them work in small groups to create a text they will share with the rest of the class. Finally, you might also consider having the whole class write one text together.

¿Qué tiempo hace?: Student Resource Page II

Nombre: _____

Escucha tu maestro/a y escribe el inglés aquí.

el paraguas		las gafas del sol	
el impermeable		la gorra	
las botas		el traje de baño	
el gorro		las sandalias	
la bufanda		hacer un viaje	
los guantes		hacer la maleta	

Gramática: Compound Words

As you know, compound words are words made up of two or more words put together.

"Windshield" is one such word in English: wind + shield = windshield.

Compound words also exist in Spanish. One example is *paraguas*, in the vocabulary list above.

Broken down, it's *para* + *aguas*, which is _____ + _____. So, your umbrella is really your "for-waters." Breaking down compound words into their individual parts can help you understand unfamiliar words as you learn.

Para is used in other compound words in Spanish. One such word has found its way into English: *parasol*, made of _____ + _____ though most dictionaries suggest this word actually found its way into English from French and Italian. However, if you continue studying Spanish, you will eventually run across other compound words in Spanish using *para*, like:

parabrisas = _____ + _____

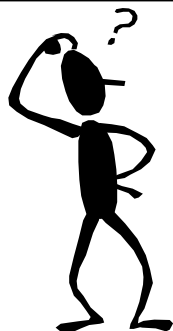
parachoques = _____ + _____

paracaídas = _____ + _____



What do you think those three words mean?

¿Qué tiempo hace?: Student Resource Page II, ct'd Nombre: _____



Another Look at Hacer



Pop quiz: What's the literal meaning of the word *hacer*?

_____ or _____

In your vocabulary list this time, you can see two more idiomatic phrases that use the verb *hacer*. Idiomatic phrases are phrases that you can't translate literally or word-for-word. What are the two new idiomatic phrases from this lesson which use *hacer*, and what do they mean?

<u>Idiomatic Spanish Phrase</u>	<u>Meaning in English</u>

To make sure you are ready to take advantage of this very useful new verb, practice conjugating it in the table below.

HACER:

Remember to
pay attention in
the **yo** form!

yo		nosotras	
tú		vosotros	
ella		ustedes	

Nombre: _____

Haz tu maleta—¡Vas a hacer un viaje!

resource page for the Packing for Guatemala project

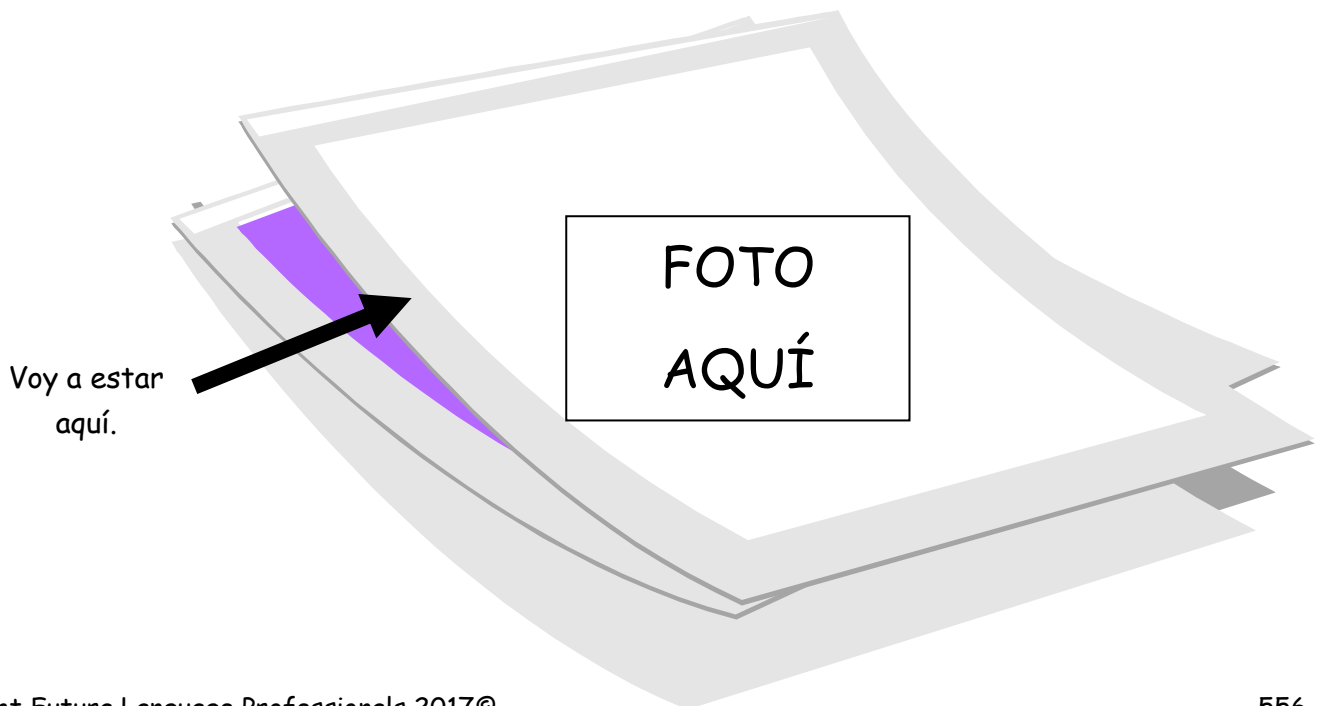
¿Adónde vas? (2 pts) _____

¿Cuándo te vas? (2 pts) _____

¿Cuál estación es? (2 pts) _____

¿Qué hay allí? (una playa, una ciudad grande, un sitio arqueológico, un volcán, una selva tropical) (9 pts)

¿Cómo es el clima y qué ropa llevas tú? (20 pts) _____



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

sunglasses	umbrella	raincoat
boots	(winter) hat	scarf
gloves	cap/baseball hat	swimsuit
sandals	to take a trip	to pack a suitcase

Partner Activity

Persona A

Nombre: _____

Ask your partner the following questions about the weather in South America. Write down his/her answers in Spanish. Use the information in the box to answer your partner's questions in Spanish.

1. ¿Qué tiempo hace en Santiago?

2. ¿Qué tiempo hace en La Paz?

3. ¿Qué tiempo hace en Lima?

4. ¿Qué tiempo hace en Caracas?

5. ¿Qué tiempo hace en Buenos Aires?

El Tiempo Hoy

Ecuador- It is raining

Paraguay- good weather

Brasil- cold

Uruguay- it's cloudy

Colombia- it's sunny



Partner Activity

Persona B

Nombre: _____

Ask your partner the following questions about the weather in South America. Write down his/her answers in Spanish. Use the information in the box to answer your partner's questions in Spanish.

1. ¿Qué tiempo hace en Asunción?

2. ¿Qué tiempo hace en Montevideo?

3. ¿Qué tiempo hace en Bogotá?

4. ¿Qué tiempo hace en Quito?

5. ¿Qué tiempo hace en Brasillia?

El Tiempo Hoy

Perú- hot

Chile- it is snowing

Venezuela- it's windy

Bolivia- it rains

Argentina- bad weather



Práctica III: ¿Qué tiempo hace?

Nombre: _____

Read the beginning of each sentence, then circle the letter of the word(s) that correctly finishes it.

1. En Los Angeles, California, normalmente hace _____.
a. frío b. nublado c. sol
2. Cerca de Volcán Pacaya in Guatemala, está muy _____.
a. nublado b. calor c. nieve
3. En Guatemala, no _____ mucho.
a. llueve b. nieva c. sol
4. Necesito un paraguas. _____ mucho.
a. llueve b. nieva c. sol
5. En las montañas altas de Guatemala, _____.
a. nubes b. llueve c. hay nieve

Complete each sentence below so that it is true for **where you live**. Write 2-3 sentences for each statement.

1. En el verano _____

2. En el otoño _____

3. En el invierno _____

4. En la primavera _____

Práctica IV- Review Sheet

Nombre: _____

Part I- Write what the weather might be if you needed the following objects.

1. el impermeable _____
2. las gafas de sol _____
3. los guantes _____
4. el traje de baño _____
5. la gorra _____
6. el gorro _____
7. el paraguas _____

Part II- Write the forms of HACER in the chart below.

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

Part III- Use the chart to translate the sentences below. (Hints: to=a, for=para)

1. Señorita Laredo takes a trip to Lima. _____
2. He didn't pack a suitcase! _____
3. Lola makes friends. _____
4. The boys pack a suitcase for Uruguay. _____
5. You all (informal) take a trip to Ecuador. _____

Part IV- Write a typical weather pattern for the seasons listed below. Don't repeat any terms.

el otoño- _____ la primavera- _____

el invierno- _____ el verano- _____

Nombre: _____ Examen- ¿Qué tiempo hace?

Part I- Name an object in Spanish you may need if the weather was as follows. Do not repeat any vocabulary (5)

1. Hace calor. _____
2. Está nevando. _____
3. Llueve. _____
4. Hace sol. _____
5. Hace frío. _____

Part II- Fill in the chart with the forms of HACER. (6)

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

Part III- Use the chart to translate the sentences below. (Hints: to=a, for=para) (15)

1. He makes friends. _____
2. We take a trip to Bolivia. _____
3. The girls pack a suitcase for Perú. _____
4. I didn't pack a suitcase! _____
5. Señor Álvarez takes a trip to Caracas. _____

Part IV- Write the seasons in Spanish that typically correspond with the following weather patterns. (4)

1. Hace frío _____
2. Hace viento _____
3. Hace calor _____
4. Llueve. _____

Nombre: _____ **KEY** Examen- ¿Qué tiempo hace?

Part I- Name an object in Spanish you may need if the weather was as follows. Do not repeat any vocabulary.

(5) **Answers will vary. Some options include:**

- Hace calor. el traje de baño, las sandalias
- Está nevando. las botas, el gorro, la bufanda, los guantes
- Llueve. el impermeable, el paraguas
- Hace sol. las gafas de sol, la gorra
- Hace frío. las botas, el gorro, la bufanda, los guantes

Part II- Fill in the chart with the forms of HACER. (6)

yo	hago	nosotros	hacemos
tú	haces	vosotros	hacéis
él ella usted	hace	ellos ellas ustedes	hacen

Part III- Use the chart to translate the sentences below. (Hints: to=a, for=para) (15)

- He makes friends. Él hace amigos.
- We take a trip to Bolivia. Nosotros hacemos un viaje a Bolivia.
- The girls pack a suitcase for Perú. Las chicas/muchachas hacen una maleta para Perú.
- I didn't pack a suitcase! ¡Yo no hago una maleta!
- Señor Álvarez takes a trip to Caracas. El Señor Álvarez hace un viaje a Caracas.

Part IV- Write the seasons in Spanish that typically correspond with the following weather patterns. (4)

- Hace frío el invierno
- Hace viento el otoño
- Hace calor el verano
- Llueve. la primavera

E. Present Tense Verbs: -ER, -IR

Prep: 10 minutes

Materials: copies of Student Resource Pages, dry-erase boards and markers for students (if possible), chart of AR, ER and IR verb endings, board space for verb list (Note: Suggestions on where to get dry boards is mentioned in previous lessons.

Target Vocabulary and Concepts:

-ER Verbs

1. aprender	to learn
2. beber	to drink
3. comer	to eat
4. comprender	to understand
5. correr	to run
6. creer	to believe
7. leer	to read

-ER Verb Endings

yo	o	nosotros	emos
		nosotras	
tú	es	vosotros	éis
		vosotras	
él		ellos	
ella	e	ellas	en
usted		ustedes	

Steps to Conjugate -ER Verbs: **Step 1-** Drop the ER, to leave the stem.

Step 2- Decide which pronoun is needed.

Step 3- Add the corresponding ending.

-IR Verbs

1. abrir	to open
2. decidir	to decide
3. discutir	to discuss
4. escribir	to write
5. recibir	to receive
6. subir	to climb/go up
7. vivir	to live

-IR Verb Endings

yo	o	nosotros	imos
		nosotras	
tú	es	vosotros	ís
		vosotras	
él		ellos	
ella	e	ellas	en
usted		ustedes	

Steps to Conjugate -IR Verbs: **Step 1-** Drop the IR, to leave the stem.
 Step 2- Decide which pronoun is needed.
 Step 3- Add the corresponding ending.

Procedure:

1. Challenge students to remember the -ar verb endings they have already learned. Warm up by singing the conjugations to the "Row, Row, Row Your Boat" tune:

Yo, yo, yo hablo

Tú ha-a-blas

Él, ella, y usted ha-a-bla

Vosotros habláis

Nosotros hablamos

Ellos/ellas/ustedes ha-a-blan

2. Divide the class into two teams and have one representative from each team come up to the board.
3. Give them an -ar verb from the vocabulary list such as *cantar, enviar, mirar, bailar, limpiar, etc.* and write it clearly on the board.
4. Pick a pronoun (for a more game-like atmosphere, use a spinner or an oversize die with pronouns on each side to choose the pronoun).
5. The students will race to write the correct conjugation on the board. For example, if the verb is *cantar* and you roll/choose *ella*, the students should write *canta* on the board.
6. Keep track of points and award a prize to the winning team.
7. Hand out the Student Resource Page 1- ER verbs and endings.
8. Go over the verb meanings and conjugations using the chart.
9. Chant out the endings to aid in memory: "o, es, e, (clap), emos, éis, en"
10. Next, revisit the conjugation practice by using the "Práctica" section on the Student Resource Page.
11. Give the students a few minutes to complete this section alone, and then encourage them to review it with a partner.
12. Review it as a class after a few minutes to check for understanding.
13. Use the dry erase boards to continue conjugation practice with these new verbs and endings.
14. Distribute white boards and materials.
15. Give the class a verb and have them write the infinitive at the top of their boards (e.g.: *comer*). Next, give them a pronoun (e.g., *tú*) and have them write the correct conjugation of the verb on their white boards beneath the infinitive form (e.g., *comes*).
16. After a moment, have them compare with a classmate to check for any discrepancies. Call on a student to give you the correct form.
17. For reinforcement, have them also translate the pronoun and conjugated verb for you (e.g. "you eat").
18. Have them erase the conjugated verb and give them the next pronoun for the verb they are practicing.

19. After students become more comfortable, step up the pace—cut out the peer sharing and simply have them raise their boards for you to check as soon as they are ready.
20. You can instantly provide feedback this way, which can be very rewarding to students.
21. Just glance at their board and say either “sí” so they know they are right or “cuidado” so they know to check their work.
22. Complete the same process with Student Resource Page 2- IR verbs.
23. Chant out the endings, “o, es, e, (clap), imos, ís, en”
24. **Make sure to emphasize that -er and -ir verbs are virtually identical in the present tense, except for the nosotros and vosotros forms.**
25. Revisit the conjugation practice by using the “Práctica” section on the Student Resource Page.
26. Give the students a few minutes to complete this section alone, then encourage them to review it with a partner.
27. Review it as a class after a few minutes to check for understanding.
28. Repeat the dry/erase process for immediate practice and feedback with these new forms.
29. Continue practicing with -ER and -IR verbs for a few class periods using the partner activity and reinforcement activities included in this lesson before incorporating AR verbs in with the mix.

Suggested Tarea: There are several practice sheets included in this unit. “Práctica A” is more advanced and should be used for heritage speakers or as an in-class partner activity where dictionaries are available.

Reinforcement Activities:

Tómalo Flash Card Race (10-15 minutes) Materials- One set of complete flashcards for every two students of current vocabulary

Pair up and use one set of complete cards per pair. Sitting across from each other, the students need to place the cards spread out over the two desks or area between them. This can be done with the Spanish side up (if the vocabulary is very new) or the English side up (to treat it more like a review). When the students are ready, call out one vocabulary word at a time in the opposite language that is showing to the students. For example, if the card says, “it’s cloudy”, you’d call out “Está nublado.” The first student to search the cards and touch it with ONE finger, gets to keep the card and make a pile of the cards they get first. This gets competitive and needs to be prefaced with rules such as, no blocking, no touching all of the cards, etc. When a student does not know the answer, they are to flip over one card at a time and search out the card. They may still find it first and win the card. They should show their partner the answer on the card and “be a teacher.” As the cards left in the middle get fewer, get creative. Have the students put their hands to their side before calling a term, or have them place their hands on their head, or sit on their hands, etc. to keep the game lively and interesting. After all of the cards are called out, ask the students to count the pile they found first in Spanish. Whichever student has more cards is the winner.

Battleship- (La Batalla Marina) Verbs (15-25 minutes) Materials- Copies of the battleship board for each student

Pass out the Battleship board to all students. Write a numbered list of 6 verbs you'd like the class to practice and conjugate to create their board. Ensure that the students write those same 6 verbs in the same order going across their board in the numbered boxes. Next, have the class conjugate those verbs individually to create the game board. It may be helpful to have up the corresponding verb endings on the board for their reference.

After all students have a complete game board, students need to pair up and move desks head to head (if possible) and create a barrier using a book or binder so their papers remain covered at all times. At this point, students need to encircle or highlight the some of the conjugations they just completed to draw in their "ships" of "2 ships of 2 squares" and "1 ship of 3 squares" on their board. Using the vocabulary listed on the bottom in Spanish, students then go back and forth trying to find each other's "ships" by calling out the conjugations. For example: a student may say, "yo miro," to indicate the square corresponding with mirar and yo. If the other student has part of their ship in that square, they would respond accordingly in Spanish with with "hit" or "miss."

The students need to keep track of their hits using one type of mark, like an "X" over the square, and their misses using another, like a small dot. The game goes back and forth until one student locates all of the others boxed off forms or "ships." If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the ships of Student B, Student B only try to find ships of Student C, and Student C only try to find ships of Student A.

Connect Four- (10-20 minutes) Materials: Premade game board copies with current vocabulary written in each square. 1 for each pair. 12 Ziplocs holding game pieces of two colors. About 20 of each color (small colored paper squares work well.)

Students work in pairs to play the traditional game of Connect Four, working from the bottom to get 4 in a row, using a Spanish game board. Students need to say the words in Spanish or English (the opposite of whichever language is written on the game board) in order to lay down their game piece. If they do not know the word, they need to go elsewhere. If they get a word wrong, they lose their turn.

This can also be used to practice whole sentences by writing a model sentence at the top of the game board. This game is also effective with verbs and pronouns to practice conjugation. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish. You can also determine if students are allowed to use their notes to play the game based on their familiarity.

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

Students are paired up and play Tic-Tac-Toe using Spanish words and oral practice. In order to play an X or O, the students must say the word or phrase correctly. If they are incorrect or do not know, they lose their turn. This can be done both English to Spanish and vice versa depending on the students' familiarity to the material.

If the material is fairly new, create the game by writing the words in Spanish and having the class say the terms in English to win the X or O. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish.

You can also determine if students are allowed to use their notes to play the game based on their familiarity. This can be used for phrases as well by writing a model sentence at the top of the game board. This game can also be used with verbs and pronouns to practice conjugation. Students could also write the answer in each square if the teachers wants them to also practice written as well as verbal review. The addition of the written portion would be most helpful when practicing verb conjugation with this game.

Conjugation Dice game- (5-15 minutes) Materials: two dice of different colors for each group of 3-4 students, chalkboard space or copies of verb/pronouns that the numbers on the dice will correspond with, for each group.

Create a list of subjects for the first die color. For example: RED- 1. yo, 2. Pablo y Ana, 3. nosotros, 4. Sr. Aguilár, 5. Pilar, 6. tú. For the second die color, write an -ar, -er, or -ir verb (or all of one type of verb if reviewing a certain type) for each number, 1-6: GREEN- 1. vivir, 2. charlar, 3. necesitar, 4. beber, 5. subir, 6. mirar. This can be done on the board or on a handout for each group to reference.

In groups of 3 or 4, students will roll the two dice and look at the chalkboard/handout that will indicate the sentence they need to say to their group. If s/he rolls a 1-RED, (or the first color die) and a 2-GREEN (or the second color die), then s/he must name the **yo** form of the verb **charlar**. If s/he is correct, s/he gains the total number of points shown on the dice (making this part skill, part luck). Make sure to review pronouns and conjugations before starting this game.

Variation 1: When starting, you may choose to use only one verb and one die. Write the infinitive form of one verb you are using on the board in the front of the room (e.g., charlar), and write and number your subjects one to six as described above. Students will roll the single die and conjugate charlar for the subject whose number they roll.

Variation 2: Rather than just tallying points, you may use an old Candyland-type board or the Gusano board game template and let students move the number of spaces shown on the dice.

Optional Expansion: This game works best with student experts serving as judges for each team of 3-4 people. To choose judges, give a mini-quiz of 10 questions before starting the game. The quiz should consist of phrases to be translated and use the verbs in question, such as "we visit," "I wait," and "you hug." After all questions have been given, have students switch papers and score the quiz. Offer any students who earned 100% the chance to serve as a team judge; be sure to offer them an incentive to doing so, such as a

special privilege, or a small prize. The student experts will not play the game. Their job is to judge their classmates' answers and keep score.

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

Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. For example, the teacher says, "tall" and the two students race to say, "alto." Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to move through the classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner. Encourage students awaiting a turn to study their notes at their desks until it is their turn. This will help keep them involved in the game. Have students turn their notes over on their desk when it is their turn to stand and compete. This is a great game for the last few minutes of class before the bell rings. This would also work well with verb conjugation practice. You could say a verb and pronoun like, "cantar/yo" and the students would race to say, "yo canto."

Culebra del Verbo- (5-10 minutes) Materials: Timer, List of current verbs in hand for teacher reference. Before starting this game with the class, review verb endings of the type of verbs planned to use during this activity. This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. They will move up and down and up the rows conjugating the verb. When they make it through all 6 forms, they simply start over until the verb has made its way all the way around the room. *E.g.*, "yo abrazo, tú abrazas, ella abraza, nosotros abrazamos, vosotros abrazáis, ustedes abrazan, yo abrazo, tú abrazas, él abraza..." Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

Huevos Revueltos Card Match- (5-10 minutes) Materials: Matching large flashcards, one for each student.

Write matching material on large flashcards. Such as pronouns and verb forms, Spanish and English meanings, Spanish and picture clues, nouns and adjectives with agreement, etc. Make sure you have enough for all of your students to match up with another classmate. If there is an odd number, give one student two cards and have him/her find two partners. Randomly hand out the cards to the class. When you say start, have the class mingle and find their corresponding partner. For example, the "Yo" card would need to find a verb in that form. When all of the students have found their match, have them quickly present their pair to the class. Then, have the students switch cards with someone in a different pairing. You could even have the students switch cards with two different people. Then repeat the activity. This can be continued a few more rounds as time permits.

Speed Translations- (10-15 minutes) Materials: Current list of verbs or vocabulary in hand for teacher's reference, stickers (optional)

Break your class into pairs. Call out challenging phrases, such as agreement practice or a subject pronoun and a verb in English and have the students work as quickly as they can to translate the phrase into Spanish. For example: "I leave," or "the red socks." The first pair to raise their hands must come to the board and write down their translation. If they are correct, they earn a point. If they are not correct, another team has the opportunity to come to the board and fix it for a point. The pair with the most points at the end of the game wins a small prize, like a sticker. If the material is very new, call out the phrases in Spanish and have students translate to English. Make sure to review the grammar concept at hand before starting this game.

Steal the Bacon (Verb Conjugation Game) (10-15 minutes) Materials- small toy/object to act as the bacon, 2 sets of large pronoun cards with one pronoun listed on each, a few extra pronouns repeated on cards in cases of larger class sizes, space to run

Divide the class into two teams. Hand out one set of large pronoun cards to each team making sure all 10 pronouns are represented on each team. Give students on each team extra pronoun cards if there are not very many students in the class. All 10 pronouns need to be represented on each team. If there are more than 10 students on a team, repeat one of the pronoun cards so that two students on the same team have the same card. They will take turns running up when their card is elected.

Place the toy/object used as the bacon in a central area between the two teams. Call out a verb form without saying the pronoun. For example, "bailo." Students with the pronoun card, "yo" will race from either team to come and grab the "bacon" toy. The team that grabbed it first wins a point for their team. Continue to play for several rounds. Have students switch cards among their team after a few minutes to keep them on their toes.

Extensions/Assessment Opportunities:

There are several homework sheets and a test included in this unit.

"Práctica A" is more advanced and should be used for heritage speakers or as an in-class partner activity where dictionaries are available.

"ER" Verbs

1. aprender	
2. beber	
3. comer	
4. comprender	
5. correr	
6. creer	
7. leer	

"ER" Verb Endings

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

Step 1- Drop the _____, to leave the stem.

Step 2- Decide which pronoun is needed.

Step 3- Add _____.

Práctica- Write the forms below using the chart.

1. leer/yo _____

2. creer/nosotros _____

3. vender/tú _____

4. comer/ustedes _____

5. aprender/vosotros _____

6. correr/ella _____

7. comprender/ellas _____

Student Resource Page- IR verbs - Page 2

"IR" Verbs

1. abrir	
2. decidir	
3. discutir	
4. escribir	
5. recibir	
6. subir	
7. vivir	

"IR" Verb Endings

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

Step 1- Drop the _____, to leave the stem.

Step 2- Decide which pronoun is needed.

Step 3- Add _____.

Práctica- Write the forms below using the chart.

1. vivir/yo _____

2. escribir/nosotros _____

3. recibir/tú _____

4. abrir/ustedes _____

5. subir/vosotros _____

6. decidir/ella _____

7. discutir/ellas _____

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

to learn	to drink	to eat	to decide
to receive	to discuss	to read	to write
to understand	to climb/go up	to open	to run
to live	to believe	-ER Verb Endings	-IR Verb Endings

Práctica II: ER/IR VERBS-

Nombre: _____

REVIEW OF -AR VERB ENDINGS:

HABLAR: _____



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

-ER VERBS

-IR VERBS

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

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

COMER: _____

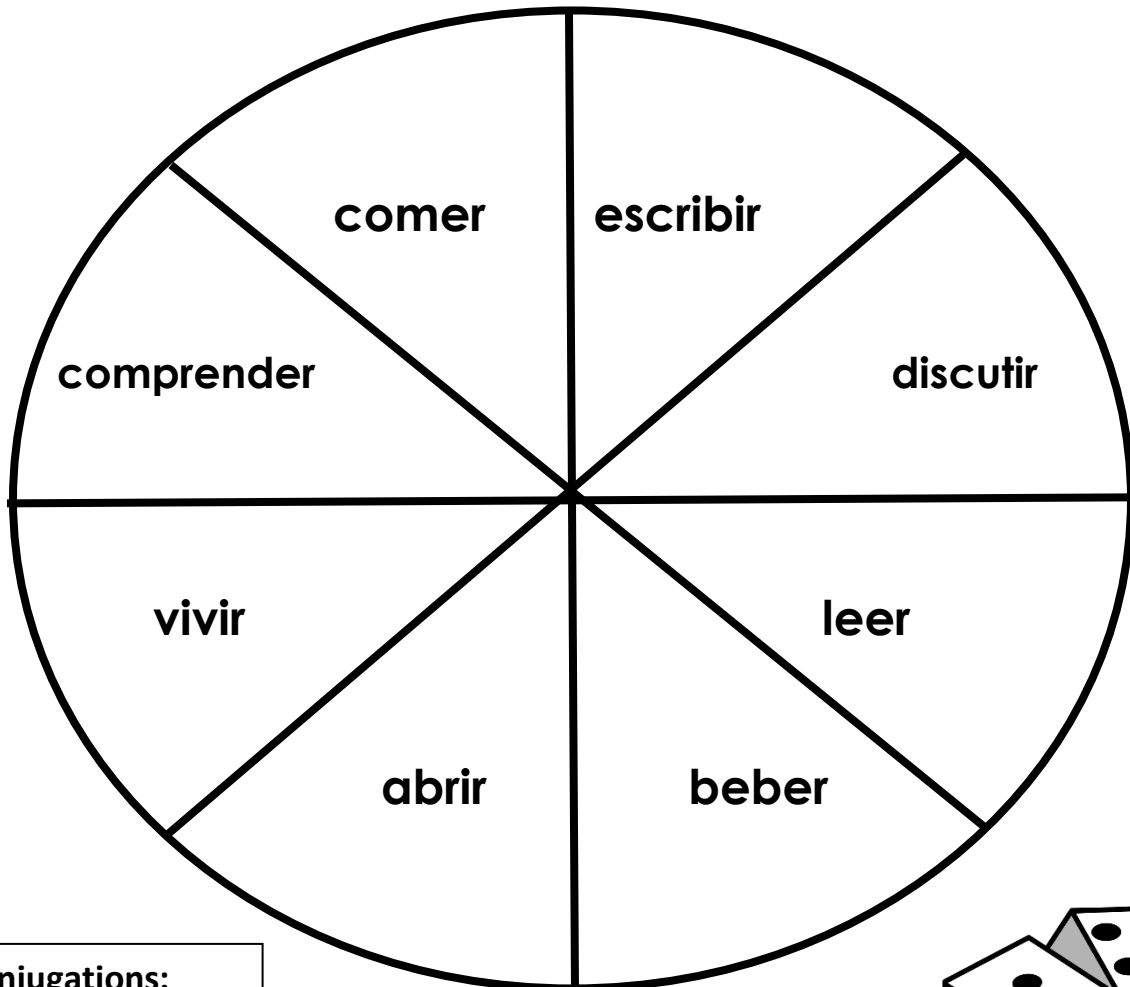
yo		nosotros	
tú		vosotros	
él/ella/ usted		ellos/ellas/ ustedes	

VIVIR: _____

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

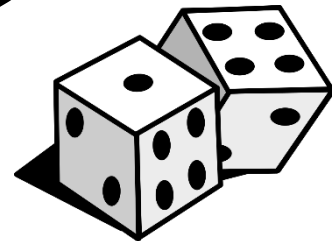
Partner Activity- ER/IR Verbs (Materials: One spinner printed on cardstock, one brad, and one die for each pair)

Directions: Cut out the arrow and use a brad to attach it to the center of the circle. Spin the spinner, roll the die, and conjugate the verb out loud. Check each other's work.

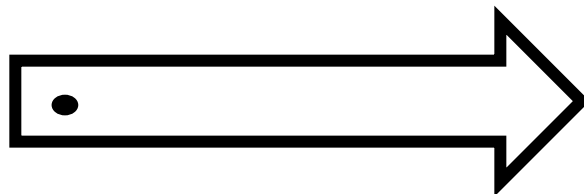


Conjugations:

- 1- yo
- 2- tú
- 3- él, ella, usted
- 4- nosotros
- 5- vosotros
- 6- ellos, ellas, ustedes



Cut out and attach this arrow to the circle -



Práctica III: ER/IR Endings

Nombre: _____

Parte 1- Fill in the charts with the ER and IR verb endings below.

"ER" verb endings

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

"IR" verb endings

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

Parte 2- Define and write the forms of the verbs in the chart below.

comer- _____

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

vivir- _____

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

Parte 3- Use the charts in Parte 1 to write the following forms.

- aprender/ella _____
- abrir/nosotros _____
- escribir/tú _____
- correr/nosotros _____
- subir/vosotros _____
- leer/usted _____
- discutir/ellas _____
- comprender/vosotros _____
- decidir/yo _____
- beber/ustedes _____

Parte 4- Write the forms in Spanish and then translate into English.

- correr/nosotros _____
- discutir/yo _____
- abrir/vosotros _____

Práctica IV- Más ER/IR

Nombre: _____

Parte 1- Write the ER and IR verbs below.

1. To live		8. To understand	
2. To read		9. To climb	
3. To open		10. To eat	
4. To drink		11. To receive	
5. To decide		12. To run	
6. To discuss		13. To write	
7. To learn		14. To believe	

Parte 2- Fill in the charts with the ER and IR verb endings below.

"ER" verb endings

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

"IR" verb endings

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

Parte 3- Translate into Spanish.

1. He learns Spanish and English at school.

2. You all (informal) open the door to History class.

3. I don't believe the teacher.

4. Ana and I run in Physical Education.

Práctica V- Graphic Organizer

Nombre: _____

PRESENT TENSE- ER/IR

Steps to Conjugate ER/IR Verbs:

1. Remove the _____ to leave the _____ of the verb.
2. Add the _____ depending on the _____.

ER

Fill in the chart below with the ER and IR verb endings-

IR

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

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

Define and conjugate the verbs below-

leer-

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

decidir-

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

Más práctica-

Conjugate the verbs in parenthesis to match the subjects in the sentences.

1. Mi maestra _____ en la pizarra durante la clase. (to write)
2. Anita y yo _____ la pregunta por diez minutos. (to discuss)
3. Jaime y Raquel no _____ el número cinco. (to understand)
4. Yo _____ la montaña en Costa Rica. (to climb)
5. Vosotros _____ mucho Español en la escuela. (to learn)

Práctica VI: Review Sheet- ER/IR Verbs Nombre: _____

Parte 1- Write the ER and IR verbs below.

1. To live		8. To read	
2. To receive		9. To drink	
3. To open		10. To understand	
4. To write		11. To run	
5. To decide		12. To learn	
6. To eat		13. To climb	
7. To believe		14. To discuss	

Parte 2- Define and conjugate the verbs below.

aprender- _____ subir- _____

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

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

Parte 3- Use the verb in parenthesis to complete the sentence. Make sure you change it to the form of the subject!

- Lupe y Juan _____ muchas enchiladas en la cafetería. (to eat)
- Yo no _____ el cuento. (to believe)
- Silvia no _____ en Colombia. (to live)
- Vosotras siempre _____ buenas notas en las ciencias. (to receive)
- Tú y yo _____ la puerta para el profesor. (to open)
- Las muchachas _____ y _____ en inglés. (to read, to write)
- La clase _____ la tarea. (to understand)

Nombre: _____ Examen- ER/IR Verbs

TOTAL: ____/38

PORCENTAJE: ____%

Parte 1- Write the verbs below. (12)

1. to drink		7. to read	
2. to receive		8. to live	
3. to understand		9. to open	
4. to climb		10. to run	
5. to decide		11. to learn	
6. to discuss		12. to eat	

Parte 2- Conjugate the verbs below. (14)

to believe- _____

to write- _____

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

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

Parte 3- Use the verb in parenthesis to complete the sentence. Make sure you change it to the form of the subject! (12)

- Yo _____ mucho en la clase de historia. (to learn)
- Tú y yo _____ en la clase de educación física. (to run)
- Vosotras no _____ las montañas en Perú. (to climb)
- Marta y Carlos _____ buenas notas en arte. (to receive)
- Tú _____ el guacamole en el restaurante mexicano. (to eat)
- La Señora García _____ la puerta para los estudiantes. (to open)

Nombre: _____ **KEY** Examen- ER/IR Verbs

TOTAL: ____/38

PORCENTAJE: ____%

Parte 1- Write the verbs below. (12)

1. to drink	beber	7. to read	leer
2. to receive	recibir	8. to live	vivir
3. to understand	comprender	9. to open	abrir
4. to climb	subir	10. to run	correr
5. to decide	decidir	11. to learn	aprender
6. to discuss	discutir	12. to eat	comer

Parte 2- Conjugate the verbs below. (14)

to believe- creer

to write- escribir

yo creo	nosotros nosotras creemos
tú crees	vosotros vosotras creéis
él ella cree usted	ellos ellas creen ustedes

yo escribo	nosotros nosotras escribimos
tú escribes	vosotros vosotras escribís
él ella escribe usted	ellos ellas escriben ustedes

Parte 3- Use the verb in parenthesis to complete the sentence. Make sure you change it to the form of the subject! (12)

1. Yo aprendo mucho en la clase de historia. (to learn)
2. Tú y yo corremos en la clase de educación física. (to run)
3. Vosotras no subís las montañas en Perú. (to climb)
4. Marta y Carlos reciben buenas notas en arte. (to receive)
5. Tú comes el guacamole en el restaurante mexicano. (to eat)
6. La Señora García abre la puerta para los estudiantes. (to open)

Práctica A- ER/IR verbs

Nombre: _____

Usa el banco de palabras y pone los verbos en los lugares en las formas correctas en las frases abajo.

leer	comer	vivir	asistir	discutir
beber	comprender	aprender	subir	decidir
recibir	abrir	creer	escribir	

1. Todos las mañanas, mi hermana _____ la ventana en su cuarto y _____ el libro en tu silla cómoda. Pero hoy, hace mucho frío, y ella _____ cerrarla.
2. Lupe y Juan siempre _____ buenas notas en la clase de historia porque _____ toda la información and prestan atención.
3. En la cafetería, Sandra y yo _____ mucho pan y jamón y _____ la leche.
4. ¡Yo no _____ que una persona puede _____ geometría sin estudiar!
5. Los grupos de estudiantes tienen que _____ las respuestas y _____ sus opiniones por diez minutos.
6. ¿_____ usted las montañas de Machu Picchu en Perú?
7. ¿_____ tú en un barrio lejos de la escuela? ¡Yo no _____ como llegas a la escuela a tiempo!

F. The Present Tense: -AR, -ER, -IR

This lesson is intended to give students a wider verb vocabulary bank and give them additional practice conjugating regular -er, -ir, -ar verbs.

Prep: 10 minutes

Materials: copies of Student Resource Pages, Spanish/English dictionaries, if available

Target Vocabulary and Concepts:

abrazar	to hug	explicar	to explain	aprender	to learn
ayudar	to help	ganar	to win	beber	to drink
bailar	to dance	gastar	to spend	comer	to eat
besar	to kiss	hablar	to talk/speak	comprender	to understand
buscar	to look for	limpiar	to clean	correr	to run
cambiar	to change	llamar	to call	creer	to believe
cantar	to sing	llegar	to arrive	leer	to read
comprar	to buy	llevar	to wear	aprender	to learn
contestar	to answer	mirar	to watch/look at	abrir	to open
descansar	to rest	nadar	to swim	decidir	to decide
dibujar	to draw	preguntar	to ask	discutir	to discuss
enviar	to send	regresar	to return	escribir	to write
escuchar	to listen	trabajar	to work	recibir	to receive
esperar	to wait for	viajar	to travel	subir	to climb/go up
estudiar	to study	visitar	to visit	vivir	to live

Steps to Conjugate Verbs:

Remove the AR, ER, or IR to leave the stem of the verb.

Add the new ending depending on the pronoun/subject.

-AR Verb Endings

yo	o	nosotros	
		nosotras	amos
tú	as	vosotros	
		vosotras	áis
él		ellos	
ella	a	ellas	an
usted		ustedes	

-ER Verb Endings

yo	o	nosotros	
		nosotras	emos
tú	es	vosotros	
		vosotras	éis
él		ellos	
ella	e	ellas	en
usted		ustedes	

-IR Verb Endings

yo	o	nosotros	
		nosotras	imos
tú	es	vosotros	
		vosotras	ís
él		ellos	
ella	e	ellas	en
usted		ustedes	

- Students will correctly conjugate regular verbs.
- Students will understand verbs in context.
- Students will understand how to look up unfamiliar verbs/words in a dictionary.

Procedure:

- Start by reviewing with your class:
 - Ask for volunteers. See who can demonstrate conjugating a verb, any verb of their choosing, for the class.
 - Ask the class what verb they are demonstrating.
 - Then, after a couple fun demonstrations, ask the class the following review questions:
 - What is a verb? (an action word; something that a subject can do)
 - What are the three possible infinitive verb endings in Spanish? (-er, -ir, -ar)
 - What are the endings for an -ar verb like *buscar*? (o, as, a, amos,áis, an)
 - What are the endings for an -er verb like *comer*? (o, es, e, emos,éis, en)
 - What are the endings for an -ir verb like *abrir*? (o, es, e, imos,ís, en)
- Next, go over the vocabulary list and encourage students to fill in all of the verbs they remember since these are all review for them. Introduce the pronunciation and meaning of the first half of words using actions/gestures or visuals 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.
- Practice pronunciation having students repeat the verbs after you.
- Emphasize to your students that all these words are **regular verbs**. They will exactly follow the rules.
- Explain to students that whenever they need to look up verbs in the dictionary because they do not know what the verb means, **they must determine the infinitive form and look up the verb with that**.
- Demonstrate briefly by asking them to name the infinitive form of the following verbs:
 - llevamos (llevar)
 - bebes (beber)
 - recibimos (recibir)
- If you have classroom dictionaries, try looking up a few verbs. First, have the class look up "compráis," then have them determine the infinitive with them (comprar) and look that up. Repeat as necessary.
- Next, play a few rounds of **Narrate Me!** Have one student volunteer come up to the front of the room (preferably a student who loves the limelight).

9. Explain to the student that when you say "¡Hielo!", the student is frozen and cannot move. Freeze the student.
10. Then, explain to the class that the only way the student can move is if someone else narrates for the student. Let them know also that whatever they tell the student to do, s/he will do with all his/her energy and focus until given a new instruction.
11. Demonstrate how they should use the conjugated verbs in this lesson along with any other vocabulary they know by giving the student an instruction: "Tú miras el escritorio."
12. Play this up to make it more fun—if the student is just looking at the desk, encourage flat-out staring, gawking, buggy eyes, etc. The more comical the student volunteer, the more motivated students will be to speak up in Spanish to give their own instructions.
13. Allow unexpected and silly combinations within reason, e.g., "Tú comes el cuaderno" is okay for pantomiming and "Tú abrazas la silla" also works.
14. Once students are comfortable with tú forms of the verb, try some variations.
 - Have students talk **about** their volunteer actor instead of **to him/her**: they will use *él* or *ella*.
 - Have two or three students go up to be frozen and be narrated. Try using *ustedes* or *vosotros*, then switch over to *ellos* or *ellas* forms with another group.
 - Remember to play up the goofiness to keep student motivation high—remind your volunteers that they must do the narrated activities with all their focus.
15. End by quick-quizzing the students. Randomly call on them with a subject and an infinitive verb (e.g., *ellos/subir*) and have them conjugate for you (*ellos suben*).

Suggested Tarea:

Several practice sheets, activities, a project and a test are included in this unit.

Note: Flashcards are not included in this unit since the students have already created flashcards for all of the verbs in the past. Encourage students to locate the cards from those previous units to use during this unit.

"Práctica A" is geared towards heritage speakers but could be used as an in-class partner activity with dictionaries and help from the teacher.

Reinforcement Activities:

Wacky Relay: Mark a starting and ending point for the race. Line up the class in teams on the starting line, and on your command, have the whole group race to the finish line and back while pantomiming to the verb you give. For example, you shout "*llorar*" and students will race down and back, pretending to cry all the way. Then, set the next round off with "*mirar*" and watch students looking all around them as they move. Great fun, though some verbs lend themselves to this game better than others. Make sure to let them know that the "race" is secondary to their pantomimes.

Culebra del verbo: This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. They will snake down and up the rows conjugating the verb. When they make it through all 6 forms, they simply start over until the verb has snaked all the way around the room. *E.g.*, "yo abrazo, tú abrazas, ella abraza, nosotros abrazamos, vosotros abrazáis, ustedes abrazan, yo abrazo, tú abrazas, él abraza..." Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

Teacher Tip: review pronouns and conjugations before starting this game.

Dice game: For this game you will need a pair of red/green dice (one red die, one green die, or two dice that are otherwise distinguishable). On a chalkboard or whiteboard in the front of the room, write 6 subjects in red. For example: 1. yo, 2. Pablo y Ana, 3. nosotros, 4. Sr. Aguilár, 5. Pilar, 6. tú. In green, write an -ar, -er, or -ir verb for each number, 1-6: 1. vivir, 2. charlar, 3. necesitar, 4. beber, 5. subir, 6. mirar. In groups of about four students, each student will take turns rolling the dice. If s/he rolls a red 1 and a green 2, then s/he must name the **yo** form of the verb **charlar**. If s/he is correct, s/he gains the total number of points shown on the dice (making this part skill, part luck). Then the next student goes. Award a prize to the top-scoring student in each group. Make sure to review pronouns and conjugations before starting this game.

Variation 1: When starting, you may choose to use only one verb and one die. Write the infinitive form of one verb you are using on the board in the front of the room (*e.g.*, charlar), and write and number your subjects one to six as described above. Students will roll the single die and conjugate *charlar* for the subject whose number they roll.

Variation 2: Rather than just tallying points, you may use an old Candyland-type board and let students move the number of spaces shown on the dice.

Teacher Tip: This game works best with student experts serving as judges for each team of 3-4 people. To choose judges, give a mini-quiz on 10 questions before starting the game. The quiz should consist of phrases to be translated and use the verbs in question, such as "we visit," "I wait," and "you hug." After all questions have been given, have students swap papers and score the quiz. Offer any students who earned 100% the chance to serve as a team judge; be sure to offer them an incentive to doing so, such as a "Get Out of Homework Free" pass, a special privilege, or a small prize. The student experts will not play the game. Their job is to judge their classmates' answers and keep score.

Charades: Divide the class into 2-3 teams. Have a hat full of the verbs 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 they will have to do it from memory.

Speed Translations: Break your class into pairs. Call out a subject pronoun and a verb in English and have the students work as quickly as they can to translate the phrase into Spanish. For example: I leave, or you hug. The first pair to raise their hands must come to the board and write down their translation. If they are correct, they earn a point. If they are not correct, another team has the opportunity to come to the board and fix it for a point. The pair with the most points at the end of the game wins a small prize.

Variation: call out the phrases in Spanish and have students translate to English.

Teacher Tip: review pronouns and conjugations before starting this game.

Conjugation Battleship: Photocopy the template included in the Activity Book or Index of this book. Break students into pairs. All students should strategically place one battleship, two ships of two squares and one ship of three squares. (How many squares each ship occupies is noted at the top of the board.) In order to attempt to hit a ship, students must say the subject pronoun and the correct conjugation of the verb where they think their opponent may have a ship. For example, if a student guessed "Yo hablo" and the opponent had a ship at that location, the opponent would say "¡Impacto!" The student would put an X on that spot to remember that there was a boat there. When the boat is sunk, the opponent should say "Se hundió mi barco."

Teacher Tip: review pronouns and conjugations before starting this game.

Extension Opportunities/Assessments:

Several practice sheets, activities, a project and a test are included in this unit.

Consider incorporating an informal assessment "quiz" during the middle of this unit to check for understanding. Hand out scrap paper and have students write the conjugations of the verbs and pronouns you provide orally or on the board. Be sure to give students notice for this assessment to count it as a quiz in the computer since "pop" quizzes are frowned upon.

Texts: With verbs at their disposal, students can begin writing short texts. Have them narrate a day in their life or write a short story.

Proyecto Extensions: Peer editing would be a great way to extend the project included in this unit. Also, students could read their stories in front of the class or in small groups for a participation grade.

Student Resource Page- Present Tense Verbs

Nombre: _____

abrazar		explicar		aprender	
ayudar		ganar		beber	
bailar		gastar		comer	
besar		hablar		comprender	
buscar		limpiar		correr	
cambiar		llamar		creer	
cantar		llegar		leer	
comprar		llevar		aprender	
contestar		mirar		abrir	
descansar		nadar		decidir	
dibujar		preguntar		discutir	
enviar		regresar		escribir	
escuchar		trabajar		recibir	
esperar		viajar		subir	
estudiar		visitar		vivir	

Steps to Conjugate Verbs:

Remove the _____, _____, or _____ to leave the _____ of the verb.

Add the _____ depending on the _____.

-AR Verb Endings

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

-ER Verb Endings

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

-IR Verb Endings

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

Práctica I- Graphic Organizer: Present Tense Nombre: _____

Steps to Conjugate Verbs:

1. Remove the _____, _____, or _____ to leave the _____ of the verb.
2. Add the _____ depending on the _____.

AR Verb Endings

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

ER Verb Endings

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

IR Verb Endings

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

Write in the
meanings below:

Los Verbos-

AR Verbs -

1. abrazar	16. explicar
2. ayudar	17. ganar
3. bailar	18. gastar
4. besar	19. hablar
5. buscar	20. limpiar
6. cambiar	21. llamar
7. cantar	22. llegar
8. comprar	23. llevar
9. contestar	24. mirar
10. descansar	25. nadar
11. dibujar	26. preguntar
12. enviar	27. regresar
13. escuchar	28. trabajar
14. esperar	29. viajar
15. estudiar	30. visitar

ER Verbs-

1. aprender
2. beber
3. comer
4. comprender
5. correr
6. creer
7. leer

IR Verbs-

1. abrir
2. decidir
3. discutir
4. escribir
5. recibir
6. subir
7. vivir

Práctica II - Conjugation Practice!

Nombre: _____

Use your notes to complete the charts below. Pay attention to the verb endings!

1. bailar- _____

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

2. aprender- _____

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

3. asistir- _____

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

4. besar- _____

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

5. comer- _____

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

Partner Activity- Memoria

Print this paper on DARKER COLORED paper. Have each pair cut apart the squares. Students must lay out the squares face down flipping over two at a time trying to match a pronoun to the appropriate verb ending. See the Activity Book for detailed instructions. Some cards have more than one possible match.

yo	tú	Anita y yo	vosotros
Carlos	ustedes	Ana y Juanita	Las estudiantes
Sandra	usted	vives	comprendo
asistimos	bailáis	trabaja	corren
suben	creen	descansa	lee

Práctica III: Verbos Regulares

Nombre: _____

Translate each phrase below into Spanish. Use the Word Bank to help you.

Word Bank

creer	escuchar	leer	gastar	limpiar
llegar	vivir	esperar	quedar	vender

1. we live _____

2. they listen _____

3. I spend _____

4. you (sing., inf.) wait _____

5. you all (inf., Spain) stay _____

6. she believes _____

7. they sell _____

8. we clean _____

9. you all (pl.) read _____

10. I arrive _____



Present Tense- Partner Activity

Materials: One copy and two different colored highlighters per pair.

Listen to your teacher call out the English translations of the Spanish words below. Hunt for the correct form and highlight it before your partner! Whichever partner has the most of their color at the end of the game, wins!

bailan

contesto

envia

viajamos

lees

recibes

esperáis

compra

aprenden

como

viven

creemos

descansas

vendéis

besa

abrimos

discutes

bebemos

ayuda

escribís

pregunto

subimos

estudias

llamo

ganamos

dibujas

trabajamos

comprende

abrazáis

bebes

llego

gastan

escribes

comemos

hablan

recibimos

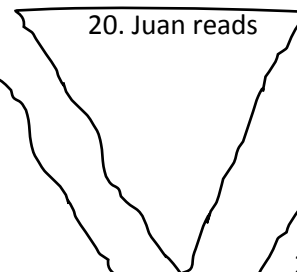
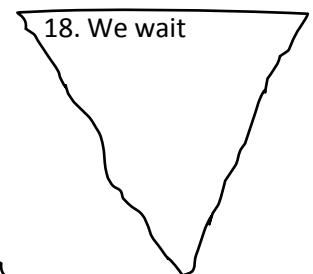
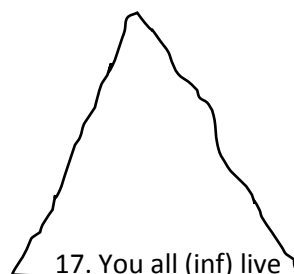
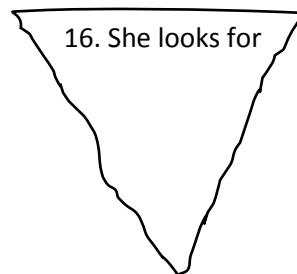
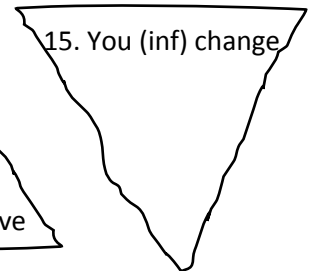
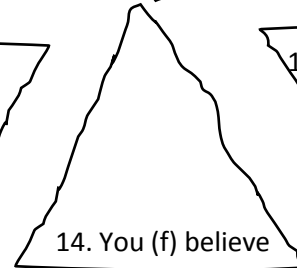
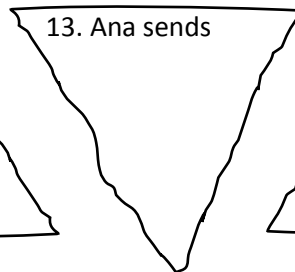
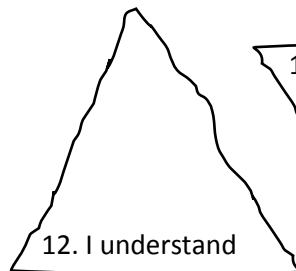
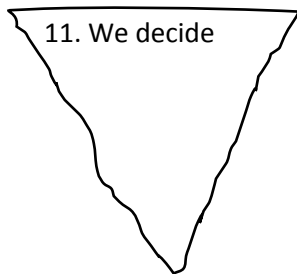
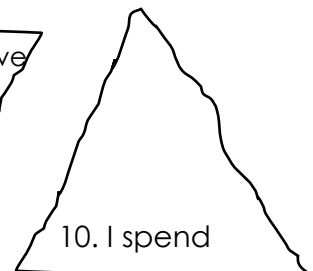
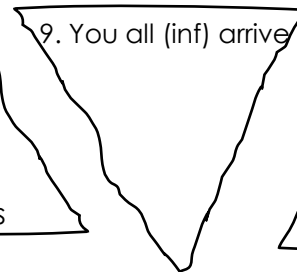
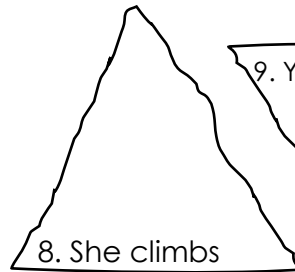
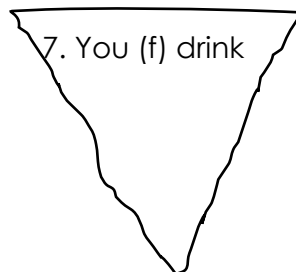
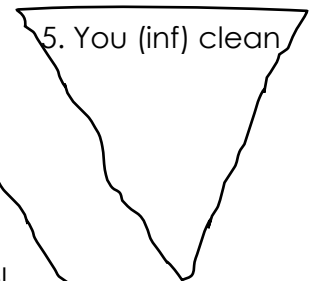
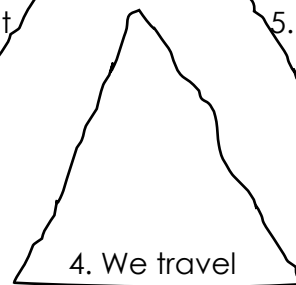
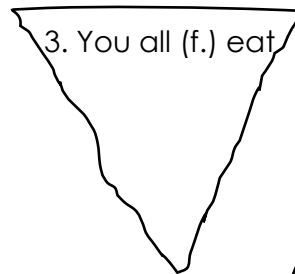
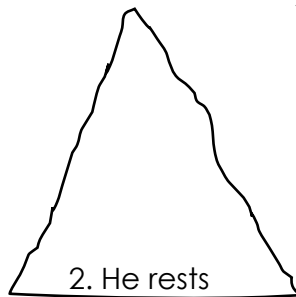
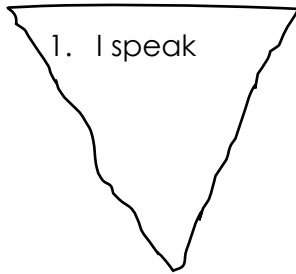
mira

creen

corremos

nado

Práctica IV- Fill in the chip conjugations below. Use your notes if needed.



Partner Activity: La Cultura de Chile Work with a partner to decipher the story. Fill in the correct forms of the present tense verbs as you read. Use a dictionary for help!

¡Chile es un país de muchos extremos!

Ana _____ (to live) con su familia, en Valparaíso, Chile en las montañas de los Andes. Ella tiene trece años y ella _____ (to learn) mucho en el colegio. En Chile, Ana _____ (to travel) muchísimo. En el norte, Ana y su familia _____ (to visit) el desierto de San Pedro de Atacama. ¡Hace calor en el desierto! Su hermana menor siempre _____ (to eat) las empanadas tradicionales en San Pedro. ¡Son muy ricas! La hermana mayor de Ana _____ (to drink) la horchata de canela. En el sur de Chile, la familia _____ (to travel) a la isla de Chiloé. Ana _____ (to buy) mucha artesanía en el mercado y Ana y sus hermanos _____ (to look for) el volcán Osorno. Más sur en Chile, la familia _____ (to visit) Patagonia y _____ (to look at) los glaciares. ¡Hace mucho frío en el sur!



Chiloé, El Volcán Osorno



Valparaíso



Chile is 2,670 miles long!

That's about the same distance from New York to California!



Los Glaciares de Patagonia

BINGO- Present Tense Interview

Move around and ask the following questions to your classmates. **You may only ask each classmate one question.** Write the student's answer and name in the square they answer. Try to fill in your whole board before time is up!

¿Cantas en la clase de música?	¿Escribes en español mucho?	¿Vives en Chicago?	¿Aprendes mucho en historia?
¿Estudias para las matemáticas?	¿Lees muchos libros?	¿Comes las papas fritas?	¿Limpias la casa?
¿Corres en la clase de educación física?	¿Nadas en el invierno?	¿Dibujas en la clase de arte?	¿Recibes buenas notas?
¿Bailas mucho?	¿Bebes leche?	¿Compras el almuerzo en la escuela?	¿Comprendes español?

Práctica V: Review Sheet- El Presente

Nombre: _____

Parte 1- Write in the endings below:

Final Test on: _____

AR verbs

ER verbs

IR verbs

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

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

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

Parte 2- Write the verbs in the correct forms. Then, write the meanings in English.

1. trabajar/yo _____ inglés _____
2. vivir/ellas _____ inglés _____
3. aprender/usted _____ inglés _____
4. limpiar/vosotros _____ inglés _____
5. subir/tú _____ inglés _____

Parte 3- Use the verbs in parenthesis to complete the sentences. Make sure you change the verbs to the appropriate forms!

1. Tú _____ la tarea en la carpeta de ciencias. (to look for)
2. Juanita _____ a tiempo para la clase de inglés. (to arrive)
3. ¡Sara y Carlos no _____ las direcciones! (to read)
4. Vosotros _____ las quesadillas de pollo en el restaurante. (to eat)
5. Usted _____ en San Juan, Puerto Rico. (to live)
6. Mi hermanita _____ por teléfono. (to call)
7. Yo no _____ las ventanas en el invierno. (to open)
8. Lulú y yo _____ mucho en la educación física. (to run)
9. Ustedes _____ muchas preguntas en historia. (to ask)
10. Tú y yo _____ a Costa Rica para las vacaciones. (to travel)

Nombre: _____ Examen- El Presente

TOTAL: _____/50

PORCENTAJE: _____%

Parte 1- Write in the endings below: (18)

AR verbs

ER verbs

IR verbs

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

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

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

Parte 2- Write the verbs in the correct forms. Then, write the meaning in English. (12)

- llevar/usted _____ inglés _____
- decidir/tú _____ inglés _____
- leer/yo _____ inglés _____
- abrir/vosotros _____ inglés _____
- buscar/ellas _____ inglés _____
- comprender/nosotros _____ inglés _____

Parte 3- Use the verbs in parenthesis to complete the sentences. Make sure you change the verbs to the appropriate forms! (20)

- Tú _____ la nota mala con la maestra. (to discuss)
- Juan _____ su perro después de la escuela. (to hug)
- ¡Clara y Carlos no _____ el profesor! (to ask)
- Vosotros _____ el volcán en México. (to climb)
- Usted _____ el partido de fútbol. (to win)
- Mi hermanito _____ mi mamá y mi papá. (to kiss)
- Yo no _____ que la respuesta es correcta. (to believe)
- Lola y yo _____ en el fin de semana. (to rest)
- Ustedes _____ mucho sobre las Mayas en español. (to learn)
- Tú y yo _____ la música en la casa. (to listen)

Nombre: _____ **KEY** Examen- El Presente

TOTAL: _____ /50

PORCENTAJE: _____ %

Parte 1- Write in the endings below: (18)

-AR Verb Endings

yo	o	nosotros		nosotras	amos
tú	as	vosotros		vosotras	áis
él		ellos		ellas	an
usted		ustedes			

-ER Verb Endings

yo	o	nosotros		nosotras	emos
tú	es	vosotros		vosotras	éis
él		ellos		ellas	en
usted		ustedes			

-IR Verb Endings

yo	o	nosotros		nosotras	imos
tú	es	vosotros		vosotras	ís
él		ellos		ellas	en
usted		ustedes			

Parte 2- Write the verbs in the correct forms. Then, write the meaning in English. (12)

- llevar/usted usted lleva inglés You (formal) wear
- decidir/tú tú decides inglés you (informal) decide
- leer/yo yo leo inglés I read
- abrir/vosotros vosotros abris inglés you all (informal) open
- buscar/ellas ellas buscan inglés they (feminine) look for
- comprender/nosotros nosotros comprendemos inglés we understand

Parte 3- Use the verbs in parenthesis to complete the sentences. Make sure you change the verbs to the appropriate forms! (20)

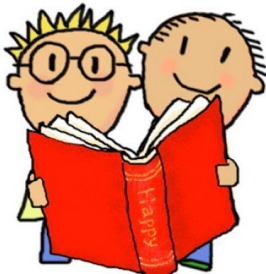
- Tú discutes la nota mala con la maestra. (to discuss)
- Juan abrazo su perro después de la escuela. (to hug)
- ¡Clara y Carlos no preguntan el profesor! (to ask)
- Vosotros subís el volcán en México. (to climb)
- Usted gana el partido de fútbol. (to win)
- Mi hermanito besa mi mamá y mi papá. (to kiss)
- Yo no creo que la respuesta es correcta. (to believe)
- Lola y yo descansamos en el fin de semana. (to rest)
- Ustedes aprenden mucho sobre las Mayas en español. (to learn)
- Tú y yo escuchamos la música en la casa. (to listen)

El Proyecto- el presente

Nombre: _____

Escribiendo un libro para niños

Writing a children's book



FECHAS DE ENTREGA (*dates of turn-in*)

El borrador (rough draft):

El libro final (final book w/pictures):



Instrucciones: Write a ten page, ten sentence children's book in Spanish. The book should be about an animal. Each page should have one sentence of the story and a colored drawing/picture/illustration of what is happening. The final book should be stapled in book format.

WARNINGS/RULES

- Focus on using words you know. You may use your -AR, -ER, and -IR verb lists for Spanish for verbs to include in the action of your story.
- Write in the PRESENT TENSE only!
- If necessary, you may look up words you don't know **IN A SPANISH/ENGLISH DICTIONARY** or **talk to me...** **YOU MAY NOT USE AN ONLINE TRANSLATOR OR A FRIEND FOR HELP!!** If you are found to have used a translator instead of a dictionary, you will receive **NO CREDIT** for the assignment, and it must be redone!
- The rough draft does not need to be typed OR have pictures.
- The final draft must be in book form (stapled like a book) and have a picture/an illustration on each page. It may be handwritten OR typed.

REMEMBER TO ...

(El Proyecto-Page 2)

- Make the sentences simple. It is a book for children and a book written by you, someone who is a beginning Spanish student.
- Remember that we have talked about many places in the community. Remember the difference between *ser* and *estar* and their uses for describing people and emotions. You may also remember food words, clothes, colors, etc.
- Use correct spelling and accent marks. To get accent marks on the computer, you can go to Insert → Symbol on Microsoft Word. I will also accept accent marks and tildes (~) written by you in black pen on the actual document. Accent marks **MUST** be included for full credit!
- Remember to connect sentences and say what you want to say. For example: **a + el = al**, also, **de + el = del**

Ejemplo (example) of 10 sentence/10 page story without illustrations:

p.1: Víctor es una vaca.

p.2: Víctor vive en una granja.

p.3: Víctor come (*comer: to eat*) pasto (*grass*).

p.4: Un día, Víctor rompe (*romper: to break*) la cerca (*the fence*) y camina a la ciudad.

p.5: Víctor la Vaca camina a la biblioteca.

p.6: Víctor busca (*buscar: to look for*) un libro sobre (*about*) vacas.

p.7: Víctor camina al restaurante.

p.8: Víctor come (*comer: to eat*) pizza y bebe (*beber: to drink*) leche (*milk*).

p.9: Víctor está cansado y feliz.

p.10: Víctor camina a la granja.

*Notice the verbs I used from the verb sheets to supplement the verbs we already knew. They conjugate like the rules we learned for conjugating -AR, -ER, and -IR verbs).

*Notice the number of words that we hadn't learned. There are only a few! See?! **You can do this!**

TOTAL: ____/25

PORCENTAJE: ____%

Nombre: _____

Rúbrico- El Proyecto: Escribiendo un libro para niños

One or more present tense verb is on each page	5	4	3	2	1	0
The story is informative and makes sense	5	4	3	2	1	0
Spelling, grammar and accents are accurate	5	4	3	2	1	0
Color pictures or drawings are included on each page	5	4	3	2	1	0
Project is neatly done and turned in on time	5	4	3	2	1	0

TOTAL: ____/25

PORCENTAJE: ____%

Nombre: _____

Rúbrico- El Proyecto: Escribiendo un libro para niños

One or more present tense verb is on each page	5	4	3	2	1	0
The story is informative and makes sense	5	4	3	2	1	0
Spelling, grammar and accents are accurate	5	4	3	2	1	0
Color pictures or drawings are included on each page	5	4	3	2	1	0
Project is neatly done and turned in on time	5	4	3	2	1	0

Práctica A- Present Tense

Nombre: _____

Contesta en español en frases completas.

1. ¿Quién limpia tu casa? ¿Quién limpia tu cuarto? ¿Te gusta limpiar?

2. ¿Escribes o lees más en la escuela? ¿Qué te gusta más? ¿Por qué?

3. ¿En qué gastas la mayoría de tu dinero? ¿Trabajas? ¿Dónde quieres trabajar en el futuro?

4. ¿La familia te ayuda mucho? ¿Cómo? ¿Cómo ayudas a tu familia o amigos?

5. ¿Qué haces en el fin de semana? ¿Descansas? ¿Escuchas la música? ¿Miras la tele? ¿Lees libros? ¿Estudias? _____

6. ¿Dónde quieres viajar en tu vida? ¿Quieres visitar alguien? ¿Por qué?

7. ¿Aprendes mucho en la escuela? ¿Cuál es tu clase favorita? ¿Por qué?

G. Know What I'm Talking About?: *saber* and *conocer*

This lesson exposes students to the basic differences between the uses of *saber* and *conocer*. This concept is challenging, and students will require significant practice. Make sure to incorporate many of the reinforcement activities when you first introduce this topic. The optional vocabulary extension lesson includes vocabulary for careers and people in the community. Note: the optional vocabulary extension will not be in the quizzes or tests.

Prep: 15 minutes

Materials: copies of Student Resource Pages, detective sheet, and buddy activity sheets

Target Vocabulary and Concepts:

yo	sé	nosotros	sabemos
tú	sabes	vosotros	sabéis
él/ella/ usted	sabe	ellos/ellas ustedes	saben

yo	conozco	nosotros	conocemos
tú	conoces	vosotros	conocéis
él/ella/ usted	conoce	ellos/ellas ustedes	conocen

- Students will distinguish between the uses of *saber* and *conocer*.
- Students will correctly use *saber* or *conocer* in context.
- Optional vocabulary extension: Students will learn vocabulary for careers and people in the community.

Procedure:

1. Introduce the two verbs, *saber* and *conocer* and explain that both verbs are irregular in the **yo form only**.

2. Ask them if they remember other verbs they have learned that are irregular in the yo form (*hacer, ver, poner, traer*).
3. Go over the conjugations on the Student Resource Page. **Do not hand out the Student Resource Page with the rules, just the one for the conjugations.**
4. Explain that both *saber* and *conocer* are used how we use the verb "to know" in English.
5. Ask if they can identify two other Spanish verbs that we only have one word for in English (*ser* and *estar*: to be).
6. Next, give students the "Know What I'm Talking About?" detective sheet. They will look at the sheet on their own for 5 minutes and try to come up with their own rules for explaining when to use *saber* and *conocer*.
7. Then, they will partner up, and each individual will take turns reading. One person will read the correct *saber* sentences and one person will read the correct *conocer* sentences.
8. Finally, they will compare their rule generalizations with each other and see if they agree.
9. Next, ask the class what rules they determined. Ask pointed questions until they verbalize that *conocer* is for knowing or being familiar with people and places and *saber* is for information, facts, and knowing how to do something.
10. Refer to the student resource guides *conocer/saber* guideline sheets and have students fill in the missing information about when each verb is used.
11. Next, they will do a buddy activity with the **Know What I'm Talking About?: Partner Match for *saber* and *conocer*** sheet.
12. For this activity, have them step outside their usual partner-of-choice and assign them a partner.
13. While working with different examples of *saber* and *conocer* in context, students will learn about their partner.
14. Process this activity very briefly when they are done to reinforce the uses of the two verbs.
15. For example, ask for a show of hands as you inquire about the different numbers. Ask more detailed questions of individual students. For example:
 - "¿Quién sabe cocinar?" Look at the hands that are raised and ask a couple students for more information.
 - "¿Quién sabes cocinar?" This question allows students to practice the irregular yo form of the verb.
 - You may practice other forms of the verbs by asking students questions about their partners: "¿Sabe cocinar tu compañero? ¿Quién sabe cocinar?"

Suggested Tarea: Several practice sheet, a test and a project are included with the materials in this lesson.

Reinforcement Activities:

Hombre Invisible (non-mortal variant of Hangman): Students can play as a class, in partners, or in small groups. If playing as a class, the teacher chooses a phrase with *saber* or *conocer* and puts the same number of blanks on the board as the phrase has letters. S/he will also draw a person. (The level of complexity of the person depends on how "generous" the teacher wants to be—it may be a stick person, or it may have a full ensemble and accessories.) Then, students begin to guess letters. If they guess a letter correctly, the teacher writes it in the blank. If they guess incorrectly, the teacher writes the incorrect guess off to the side and erases one part of the person. Students have to guess the phrase correctly before the figure disappears. Sample phrases might include:

- saber cocinar
- saber leer
- saber hablar español
- saber nadar
- saber usar el internet
- conocer a muchas personas
- conocer a tu vecino
- conocer buen restaurante
- conocer New York
- conocer Guatemala

You may use the infinitive form of the verb or conjugated forms.

Buzz In: Divide the class into two teams. Have one representative from each team come up to the board and face off. Give students a phrase in English, and have them buzz in (loudly saying "BUZZ!" works great, but you can use a board game buzzer if you have one) to tell you if *saber* or *conocer* should be used in that circumstance. Because the sentences are in English, you can use more complicated constructions than students would be able to answer in Spanish. **The students are only giving you the verb in Spanish, not the entire sentence.** This activity gives students extensive practice with understanding when to use which verb. Sample sentences could include:

- I know my neighbors. (student response: *conocer*)
- I know how to get to the store. (student response: *saber*)
- I know how to cook chocolate chip cookies. (*saber*)
- I know my brother's friends. (*conocer*)
- I am familiar with that area of California. (*conocer*)
- I am familiar with that book. (*conocer*)
- I am familiar with that band. (*conocer*)
- I know the name of that band. (*saber*)

Show Me: This is a variation on Buzz In, from above, which gives all students more intense practice on determining which verb to use. It also lets you assess their mastery more accurately, as you can see how many students are routinely correct and how many are not. Distribute dry erase boards and markers to the class. Read them a sentence like the ones from above. Students should write, as quickly as possible, the verb *saber* or *conocer*. Check their responses by glancing at individual boards and say either "sí" so they know they are right or "cuidado" so they know to check their work.

Teacher Tip: To outfit your class with reusable dry erase boards, consider buying a sheet of what is called "shower board" at a building supply store like Home Depot. When you purchase it, ask them to cut it into squares. A class set should run you less than \$20.

Jeopardy: This game is great for a review before taking a test, but it's fun anytime. Put up a Jeopardy board at the front of the room with 5 categories across and 5 rows down. You may simply draw one on the chalkboard or, if you want to invest in something more permanent, you might make a general board using envelopes for the squares so that you can slip questions right inside each time you use it. Your categories should go across the top, and the envelopes going down should have a point award (traditional Jeopardy boards go from \$100-500 for the regular round and \$200-\$1000 later in the game). For reviewing the skills in this unit, you might make categories like the ones listed here:

- **Know What I Mean?:** students must decide if *saber* or *conocer* should be used, but each sentence should use the irregular *yo* form for practice. Ex: "This word fills in the blank in this sentence: Yo _____ a la maestra de ciencias." Answer: "¿Qué es *conozco*?"
- **Spanish Spoken Here:** gives an English word and asks students to give the Spanish. Ex: "The English for this word is 'foot.'" Answer: "¿Qué es *pie*?"
- **¿Qué le duele?:** a picture category. The teacher shows a picture clue and the students give the sentence stating that the body part shown is in pain. Answer: "¿Qué es le duele(n)..."
- **Slightly Irregular:** conjugation of irregular verbs. Ex: "The *tú* form of *ir*." Answer: "¿Qué es *vas*?"
- **Going to Guatemala:** Here, review cultural information with students about Guatemala that they learned from their readings and independent projects during the unit. Ex: "This is one way to know where Mayan women come from." or "This November festival can involve picnics in graveyards, small altars being built, and huge, colorful kites being flown." Answers: "What is the pattern of the *traje* that they wear?" and "¿Qué es el Día de Todos los Santos?"
- **¿Qué tienes? ¿Qué haces?:** practice with idiomatic expressions using *hacer* and *tener*. Answers may be given with the infinitive form. Examples: *to pack the suitcase*, or *to be thirsty*. Answers: "¿Qué es *hacer la maleta*" or "¿Qué es *tener sed*?"

You might divide the class in two groups to play and give each person on the winning team a couple extra credit points, or you might encourage all-class teamwork by telling them that if they score above a certain point level, you will award all of them with a prize of your choice.

Extension/Assessment Opportunities:

Along with the formal test at the end of this unit, consider incorporating an informal “quiz” mid-unit. Hand out scrap paper and instruct students to conjugate both CONOCER and SABER. Then, give the students a few examples of things people might “know” and have them write either of the two verbs for their answers. For example, state “to know how to play golf,” and students would need to choose the verb that is used for knowing information (SABER). Be sure to give students notice to this assessment to use it for its quiz grade in the computer since surprise assessments are not allowed.

Sweepstakes: In this writing and speaking activity, students prepare a speech to compete for a grand prize of a trip to Guatemala. Tell them that they can make a speech to emphasize why they would be the best choice for the prize. They should include material using the verbs *saber* and *conocer*. For example, they might choose to emphasize:

- that they know or do not know Guatemalan people already (explain how they could make either argument work—either they have a personal interest in seeing the land the Guatemalans came from, or they want to experience something totally new and learn about things that they haven't had the chance to study yet)
- the skills they have that would be a benefit to them, as well as the ones they could learn on a trip like this
- the things they already know about Guatemalan culture and the places they want to see

Set the requirements for this speech based on the needs and abilities of your class. This may be an informal, in-class assignment, or you may make it into a weighted assignment spread over a couple days.

Make your expectations clear to students up front, and be sure to provide them with clear information detailing how they will be scored. You may use the student planning sheet and sample scoring sheet included in this unit. Finally, students will write a present their speech and convince their classmates to vote for them. Award a small prize to the winner. Guatemalan worry dolls make a great reward for special competitions. They typically cost between \$1.50-\$2 for a small, fair trade set. Buy **fair trade** whenever possible to help ensure that the Guatemalan artisans are getting a living wage. Several fair trade vendors are available on the internet, and you can get substantial savings if you pool with other teachers and buy in bulk. **This activity can count as the quiz grade for this unit.** Adaptation: If your class is very large, consider saving time by have students do this activity in pairs or small groups as an interview where one person interviews a small group about why each person is the best candidate. Again, make sure to clearly state your expectations in advance.

Know What I'm Talking About?: Student Resource Page Nombre: _____

saber and conocer

Escúchale al maestro y escribe todas las formas del verbo en la tabla.

SABER

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

CONOCER

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

- In which person are these verbs **irregular**? _____
(Highlight the irregular forms above.)
- What do both these words mean? _____
- Even though these words are translated the same way into English, **these two words cannot be used interchangeably** in Spanish. They have different uses and meanings.

Know What I'm Talking About?: Detective Sheet Nombre: _____

for *saber* and *conocer*

Lee las oraciones en voz alta con tu pareja. Mira bien las oraciones incorrectas y las oraciones correctas. ¿Cuándo usamos *saber* y cuándo usamos *conocer*?



Estudiante 1

- | | |
|---|---|
| 1. Correcto: Yo conozco a la vecina (neighbor).
Incorrecto: Yo sé la vecina. | 5. Correcto: Lupita no conoce a la abuela.
Incorrecto: Lupita no sabe la abuela. |
| 2. Correcto: Daniela y Ana conocen Antigua.
Incorrecto: Daniela y Ana saben Antigua. | 6. Correcto: Ben no sabe hablar español.
Incorrecto: Ben no conoce hablar español. |
| 3. Correcto: Anita sabe hacer las enchiladas.
Incorrecto: Anita conoce hacer las enchiladas. | 7. Correcto: Mamá sabe explicar bien.
Incorrecto: Mamá conoce explicar bien. |
| 4. Correcto: Los primos conocen Volcán Pacaya.
Incorrecto: Los primos saben Volcán Pacaya. | 8. Correcto: Nosotros conocemos Lago Atitlán.
Incorrecto: Nosotros sabemos Lago Atitlán. |

Estudiante 2

- | | |
|---|---|
| 1. Correcto: Los niños saben trabajar mucho.
Incorrecto: Los niños conocen trabajar mucho. | 5. Correcto: Daniela sabe sacar fotos.
Incorrecto: Daniela conoce sacar fotos. |
| 2. Correcto: Los primos conocen Perú.
Incorrecto: Los primos saben Perú. | 6. Correcto: Ben conoce la tienda (store).
Incorrecto: Ben sabe la tienda. |
| 3. Correcto: Carlos sabe leer y escribir en español.
Incorrecto: Carlos conoce leer y escribir en español. | 7. Correcto: Ellos saben usar el internet.
Incorrecto: Ellos conocen usar el internet. |
| 4. Correcto: Yo conozco a María.
Incorrecto: Yo sé Maria. | 8. Correcto: Mi tía conoce a los niños.
Incorrecto: Mi tía sabe los niños. |

Draw your conclusion!

When should you use *saber*? _____

When should you use *conocer*? _____

Know What I'm Talking About?: Partner Match for *saber* and *conocer*

Nombre: _____

What do you have in common with your partner? Find out! First, fill this out for yourself. Then, talk to your partner using only Spanish to fill out the second column.

	yo sé	mi compañero/a sabe
1. hablar español	_____	_____
2. sacar fotos	_____	_____
3. cocinar	_____	_____
4. cuánto cuesta enviar un postal a Guatemala	_____	_____
5. tejer (*to weave)	_____	_____
6. usar el internet	_____	_____
7. jugar fútbol (*soccer)	_____	_____
8. hacer bien la maleta para una vacación	_____	_____
9. preparar para una fiesta	_____	_____
10. estudiar para una prueba	_____	_____

	yo conozco	mi compañero conoce
1. al maestro de matemáticas	_____	_____
2. Los Angeles, California	_____	_____
3. a una persona famosa	_____	_____
4. un restaurante buenísimo	_____	_____
5. un juego (*game) divertido	_____	_____
6. a un/a guatemalteco/a	_____	_____
7. una comida guatemalteca	_____	_____
8. una tienda de ropa muy popular	_____	_____
9. un buen lugar para hacer las vacaciones	_____	_____
10. a alguien (*someone) que viaja mucho	_____	_____

Know What I'm Talking About?: Student Resource Page 2 Nombre: _____
for *saber* and *conocer*,

SABER

means "to know" in the sense of knowing...



FACTS AND INFORMATION...



- Ellos saben la respuesta. _____
- Yo sé las reglas. _____
- Yo sé que Antigua es una ciudad en Guatemala.

...& KNOWING HOW TO DO SOMETHING



- Ella sabe jugar tenis. _____



- Yo sé jugar Póker/el ajedrez. _____



- Yo sé cocinar. _____



Need a memory assist? Just think of SHIF:

Saber

How to xyz

Information

Facts

Know What I'm Talking About?: Student Resource Page 3 Nombre: _____
for *saber* and *conocer*, ct'd.

CONOCER

means "to know" in the sense of "being familiar with..."

PEOPLE...(always with "a"—the personal "a")



- Ellos conocen a la maestra. _____

- Yo conozco a Justin Bieber. _____

- Tú conoces a mi hermano. _____

...& PLACES (no personal "a" needed)



- Nosotros conocemos Antigua. _____



- Yo conozco tu casa. _____
- Él conoce bien China. _____

Need a memory assist? The "C" verb (*conocer*) goes with "P": people and places.

Práctica I: saber y conocer

Nombre: _____

Complete the charts of SABER and CONOCER.

SABER

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

CONOCER

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

Fill in the Memory Clues for their uses:

SABER

S _____

H _____

I _____

F _____

CONOCER

P _____

P _____

Write either "SABER" or "CONOCER" next to the sentences below.

1. He knows Colombia. _____
2. Anita knows how to sew. _____
3. I don't know the answer. _____
4. My mom knows the principal. _____
5. We know how to study. _____

Partner Activity: **PERSONA A**

Nombre: _____

Alternate asking and answering the questions below and write your partner's answers in complete sentences in the space provided.

1. ¿Conoces México? _____
2. ¿Sabes jugar voleibol? _____
3. ¿Sabes la capital de Paraguay? _____
4. ¿Conoces a Taylor Swift? _____
5. ¿Conoces Chicago? _____
6. ¿Tu mamá sabe cocinar bien? _____

Partner Activity: **PERSONA B**

Nombre: _____

Alternate asking and answering the questions below and write your partner's answers in complete sentences in the space provided.

1. ¿Tu primo sabe jugar el tenis? _____
2. ¿Conoces a Justin Bieber? _____
3. ¿Sabes tocar el piano? _____
4. ¿Conoces Alaska? _____
5. ¿Sabes la capital de Honduras? _____
6. ¿Conoces Argentina? _____

Práctica II: SABER y CONOCER

Nombre: _____

Fill in the charts below:

CONOCER

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

SABER

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

Decide if SABER or CONOCER is needed in the sentences below. Fill in the blanks with the appropriate forms.

- Yo _____ la respuesta correcta.
- Mi hermana mayor _____ Costa Rica.
- ¿Tú no _____ a la maestra de arte?
- Nosotras _____ jugar el fútbol americano.
- Yo no _____ a tu amigo, Javier.
- Usted _____ que Quito es la capital de Ecuador.
- Las muchachas _____ bien Chile.

PERSONA BINGO: First, fill in the blanks with the tú form of either SABER or CONOCER and check your answers with a partner. Then, when your teacher says to begin, move around and ask your classmates the questions below. If the statement is true for them, they **MUST** answer in a complete sentence for you to be able to write their name in the square. You may not repeat any names. Try to be the first student to fill in all of the squares!

¿_____ cocinar las enchiladas?	¿_____ a Miley Cyrus?	¿_____ New York?	¿_____ la capital de Costa Rica?
¿_____ jugar el golf muy bien?	¿_____ a Mickey Mouse?	¿_____ hacer el álgebra?	¿_____ a mi mamá?
¿_____ la capital de México?	¿_____ la playa?	¿_____ a mi papá?	¿_____ Chicago?
¿_____ hablar en español?	¿_____ tocar el piano?	¿_____ América Central?	¿_____ cantar bien?

Práctica III: saber y conocer

Nombre: _____

Fill in the charts below:

SABER

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

CONOCER

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

Write sentences describing what the people "know" using the correct verb with the information provided. (hint: that=que)

- Yo/Uruguay _____
- Usted/that Santiago is in Chile _____
- Lupe y yo/the correct answer _____
- Yo/to climb mountains _____
- Marinana/Rafael _____
- Vosotros/Perú _____
- Ellas/to play tennis _____
- Yo/the Math teacher _____

Práctica IV: saber y conocer

Nombre: _____

The *postal* below was written by Lupita to her cousins Dani and Ben while they were in Guatemala. Choose the correct form of the verb, either *saber* or *conocer*, to go in each blank.

24 June 2017

¿ _____ ustedes dónde estoy ahora? Estoy en tu casa, hablando con su papá. Hoy vamos a *la Mesa Bonita* para cenar, Es mi restaurante favorito.

¿ _____ ustedes este restaurante? Victor ya _____ que va a comer lasagna.

Ustedes _____ a Roberto, mi amigo de Costa Rica, ¿verdad? Él va con nosotros también. Roberto es muy chévere. Él _____

_____ sacar muy buenas fotos. Nosotros salimos mucho para sacar fotos.

Y, él _____ a muchas personas, también. Cada vez que salimos y sacamos fotos, tres o cuatro personas nos ven y lo saludan: "¡Hola, Roberto!" Es totalmente increíble. Yo no _____ a tantas personas.



Dani y Benjamin Venegas

c/o Candelaria Ruíz

Calle 6, 12 Zona 2

San Antonio Aguascalientes

GUATEMALA

Love,

Lupe

Choose the best verb to complete each sentence below. Remember to conjugate them correctly.

1. ¿Tú _____ a mi tía? Ella se llama Señora Candelaria.
2. La amiga de mi tía _____ jugar las cartas muy bien.
3. Ana _____ cocinar tortillas deliciosas.
4. Nosotros no _____ la Ciudad de Guatemala.
5. Mamá _____ llegar a Lago Atitlán.
6. Yo _____ Lago Atitlán.

Práctica V: Review Sheet

Nombre: _____

CONOCER

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

SABER

yo		nosotros	
tú		vosotros	
él ella usted		ellos ellas ustedes	

Fill in the Memory Clues for their uses:

SABER

S _____
H _____
I _____
F _____

CONOCER

P _____
P _____

Fill in the blanks with the appropriate form of the correct verb above.

- Yo no _____ bailar bien.
- Mis amigos _____ a mi tía Carlota.
- Usted y yo _____ hacer la tarea.
- Yo _____ Machu Picchu.
- Tú _____ que la respuesta está incorrecta.
- Vosotras _____ a los parientes.
- Yo no _____ Cuba.
- La hermana de mi amigo _____ tocar los tambores.

Create a sentence using the correct verb and the information provided.

- Yo/that San Juan is the capital _____
- Tú y yo/jugar el fútbol _____
- Yo/Puerto Rico _____

Nombre: _____ Examen: SABER/CONOCER

Part I: Fill in the charts below. (12)

SABER

CONOCER

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

Part II: Choose the correct form of the verbs above to complete the sentences. (8)

- Los estudiantes no _____ Ecuador bien.
- Yo no _____ hacer la tarea.
- Vosotros _____ la ciudad de San Pedro en Chile.
- Yo _____ a muchas personas en Chicago.
- Mi amigo _____ subir las montañas grandes.
- Yo no _____ al maestro de educación física.
- El Señor García _____ enseñar las matemáticas.
- Yo _____ que la capital de Honduras es Tegucigalpa.

Part III: Use the information provided to write sentences about what the people "know." (10)

- Yo/Mexico City _____
- Ellas/the correct answer _____
- Yo/to play the piano _____
- Ana y yo/the music teacher _____
- Vosotros/to cook _____

Nombre: _____ **KEY** Examen: SABER/CONOCER

Part I: Fill in the charts below. (12)

SABER
CONOCER

yo	sé	nosotros	sabemos	yo	conozco	nosotros	conocemos
tú	sabes	vosotros	sabéis	tú	conoces	vosotros	conocéis
él ella usted	sabe	ellos ellas ustedes	saben	él ella usted	conoce	ellos ellas ustedes	conocen

Part II: Choose the correct form of the verbs above to complete the sentences. (16)

- Los estudiantes no conocen Ecuador bien. (one point for the verb/one point for the correct form)
- Yo no sé hacer la tarea.
- Vosotros conocéis la ciudad de San Pedro en Chile.
- Yo conozco a muchas personas en Chicago.
- Mi amigo sabe subir las montañas grandes.
- Yo no conozco al maestro de educación física.
- El Señor García sabe enseñar las matemáticas.
- Yo sé que la capital de Honduras es Tegucigalpa.

Part III: Use the information provided to write sentences about what the people "know." (10)

- Yo/Mexico City Yo conozco la ciudad de México.
- Ellas/the correct answer Ellas saben la respuesta correcta.
- Yo/to play the piano Yo sé tocar el piano.
- Ana y yo/the music teacher Ana y yo conocemos a la maestro (al maestro) de música.
- Vosotros/to cook Vosotros sabéis cocinar.

Optional Vocabulary Extension Lesson: Las carreras

Prep: 20 minutes

Materials: copies of Student Resource Pages, cards with professions written on them for activity, tape

Target Vocabulary and Concepts:

las carreras	The careers	la gente	the people
el doctor/la doctora el medico/la médica	The doctor	el/la dentista	the dentist
el enfermero/ la enfermera	the nurse	el bombero/ la bombera	the firefighter
el/la policía	the policeman/ policewoman	el abogado/ la abogada	the attorney
el jefe/ la jefa	the boss	el músico/ la música	the musician
el soldado/ la soldada	the soldier	el ingeniero/ la ingeniera	the engineer
el banquero/ la banquera	the banker	el camarero/ la camarera	the waiter/ the waitress
el maestro/ la maestra	the teacher	el mecánico/ la mecánica	the mechanic
el enfermero/ la enfermera	the nurse	el secretario/ la secretaria	the secretary
el artista/ la artista	the artist	el cartero/ la cartera	the mailman/ mailwoman

Procedure:

1. As the students enter the classroom, tape a notecard on their back with a Spanish career from the list above. Note: There will likely be repeats, which is fine.
2. Show images of the career vocabulary above as you teach the new vocabulary lesson with repetition for pronunciation practice. Ask the students to complete the English translations in their Student Resource page.
3. Note the gender differences for the vocabulary words and review this grammar concept with the students.
4. Ask the students to stand up and work with a partner next to them to discover what career they have. Encourage the students to ask questions and give clues in Spanish as much as possible or use gestures to help each other figure out their mystery career.
5. Use the vocabulary in full sentences with the verb SER as examples. Ie: La padre de Juan es bombero. Juanita es la jefa, etc.
6. Have the students write five sentences using the new vocabulary in their notebooks for practice.

Las carreras: Student Resource Page

Nombre: _____

las carreras		la gente	
el doctor/la doctora el medico/la médica		el/la dentista	
el enfermero/ la enfermera		el bombero/ la bombera	
el/la policía		el abogado/ la abogada	
el jefe/ la jefa		el músico/ la música	
el soldado/ la soldada		el ingeniero/ la ingeniera	
el banquero/ la banquera		el camarero/ la camarera	
el maestro/ la maestra		el mecánico/ la mecánica	
el enfermero/ la enfermera		el secretario/ la secretaria	
el/la artista		el cartero/ la cartera	

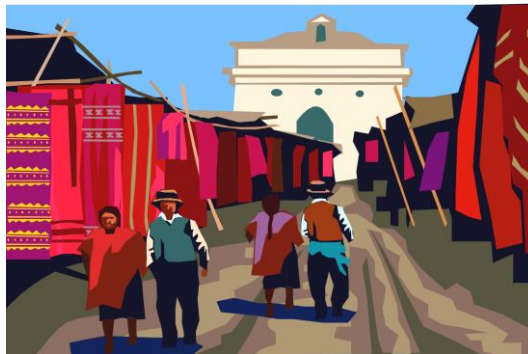
Proyecto-Sweepstakes: Student Planning Sheet

Nombre: _____

Imagine: You have entered yourself into a competition to win an all-expenses-paid trip to Guatemala. If you win, you will be able to explore tropical Petén where the *quetzal* lives, the cool mountain highlands, and the beautiful coastal regions of Guatemala. Now imagine that it gets even better, and you have been selected as a finalist. The next step in the competition is that you have to give a speech to the selection committee (your teacher and your peers) explaining why you should be chosen for the grand prize. As you plan your speech, keep the following things in mind:



- ✓ **You can be creative and make things up!** Although this is not a play, you can create a character for yourself. This is an imaginary situation, so feel free to play and try out something fun.
- ✓ Your speech should contain an introduction where you explain who you are, a little bit about yourself and/or your family, and what you want (to win the trip, obviously!).
- ✓ Your speech should also have a body, where you outline why you want to go and why you are the best choice for this prize. Emphasize **who you want to meet and what places you want to get to know**. Also emphasize **what you know and what you don't know**: places, skills, people, etc. This section should **use the verbs *saber* and *conocer* a total of 5-7 times**.
- ✓ Your speech should contain a conclusion, where you state or restate one or two key ideas and end on a positive note. (Plan for 3 paragraphs.)
- ✓ The judges want to be sure they are sending someone who can speak Spanish well enough to enjoy the Guatemala trip, so check your grammar and practice really practice your speech before giving it. You can use notes, but make sure to look at and interact with your audience. You should be comfortable and familiar with your speech.
- ✓ Think about what you can do to make yourself stand out from the other candidates. What would really win the judges over? Think outside the box.



Nombre: _____

Sweepstakes: Student Grading Sheet



- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Student used the verbs <i>saber</i> and <i>conocer</i> 5-7 times accurately. |
| 1 | 2 | 3 | 4 | 5 | Overall, the Spanish grammar was very good to excellent. |
| 1 | 2 | 3 | 4 | 5 | The speech was well-organized and contained strong points. |
| 1 | 2 | 3 | 4 | 5 | The presentation was clear and professional. |
| 1 | 2 | 3 | 4 | 5 | Listening to this speech, you could tell this person knew something about Guatemala and would gain a lot from this trip. |
| 1 | 2 | 3 | 4 | 5 | Presentation was creative and unique. This person stood out. |

Comments: _____

TOTAL: ____/30

PORCENTAJE: ____%

H. ¿Qué hora es?: Telling Time

This lesson teaches students how to ask and answer questions about time.

Prep: 15 minutes

Materials: 3-4 sets of index cards numbered 1-12, copies of Student Resource Pages, desired homework sheets, demonstration clock (you can easily make a paper plate clock with a paper plate face, construction paper hands, and a brad holding the hands in the center of the clock; additionally, you can use that model again during the reinforcement activities where students make and practice with their own paper plate clocks)

Target Vocabulary and Concepts:

el tiempo	the time (also weather)	_____ y medio	half-past _____
la cita	the appointment or date	_____ y cuarto	quarter-past _____
el horario	the schedule	_____ menos cuarto	quarter to _____
¿Qué hora es?	What time is it?	_____ y pico	just past _____
¿A qué hora?	At what time?	de la mañana	a.m.
Es la ____/Son las ____	It is ____ o'clock	de la tarde/noche	p.m.
A la ____/ a las ____	At ____ o'clock	por la mañana	in the morning (NOT for specific times)
antes de la/las ____	before ____ o'clock	por la tarde	in the afternoon (NOT for specific times)
después de la/las ____	after ____ o'clock	por la noche	in the evening (NOT for specific times)
temprano	early	la medianoche	midnight
tarde	late	el mediodía	noon

Nota Cultural: The concept of time in Latin America can be quite different from our concept of time in the United States. As U.S. Americans, we are used to a fast-paced lifestyle where we go to drive thru restaurants and race from one thing to the next. We also adhere to strict schedules and often use the term, "Time is money." If someone is late to an event, we usually find it rude. However, in Latin America where time is cyclical, people tend to move through life more leisurely and are not offended if someone

runs late. In fact, this is often the norm! People would be more surprised if you came to a birthday party scheduled for 7:00pm at 7:00pm as they would more than likely expect you to come at 7:30 or 8pm. These differences in time concepts can sometimes cause for confusion among friends and co-workers if one is a U.S. American and one is of Latin American origin. In some situations, a Mexican, for example, may clarify to a friend "A la hora Mexican", which would indicate that he or she will be late. *If desired, have your class research this concept online and report back!*

- Students will be able to ask and answer questions about their schedule using the vocabulary above.
- Students will understand the distinctions between similar phrases such as "Es la/son las" and "de la tarde/en la tarde."
- Students will be able to represent a time in Spanish using a clock.
- Students will understand a text using the new vocabulary in context.

Procedure:

1. Begin class by laying out 3-4 sets of index cards bearing the numbers 1-12 into huge circles to be used for the guided practice part of the lesson. (See the description below for details.)
2. Build suspense by trying to be mysterious about it and by making comments such as, "Hmmm...sí, así es perfecto," or "¡Esto va a ser increíble! ¡Qué divertido!"
3. If the class asks what you are doing, first make sure they ask in Spanish, and then say something similar to "les explico más tarde."

TEACHER TIP: Despite trying to build suspense, it is important that you work quickly. If students are not directly engaged, they will become distracted and disruptive. If you feel your class will quickly lose attention, prepare the circles ahead of time, and just call your students' attention to them with questions such as, "¿Les gustan los círculos? Los necesitamos hoy." If they ask why, you can lead them with clues and questions to draw their attention to things in the classroom that are circular, including clocks and watches. "¿Hay otros círculos aquí en el aula? ¿Dónde? ¿Dónde ven ustedes círculos?"

4. Once you have them engaged, go over the vocabulary and pronunciation for this lesson. Make sure to demonstrate what the quarter after, half past, and quarter to mean using a paper plate clock model when you cover that vocabulary, as some students may be more accustomed to digital models.
5. **Also emphasize that the singular form (es la ____) is only used with one o'clock. For noon and midnight, the article is excluded: "Es mediodía/medianoche."**
6. Next, use your paper plate clock model to demonstrate several other times in Spanish such as 3:05, 7:20, 8:40, 6:50.

7. Remind students of the word *menos* that they learned at the beginning of the year and show how anything past the half hour can be expressed as the following hour *menos* however many minutes, e.g., "Son las siete *menos* diez".
8. Complete the missing information in their resource guides together. The key is printed here for your convenience:

Pistas: Things to keep in mind when talking about time in Spanish

- When you are less than halfway through the hour, you will always say "Son las (hour) **y** (minutes)." Ex: 4:25 is "Son las cuatro y veinticinco."
- When you are more than halfway through the hour, you will usually say "Son las (next hour) **menos** (minutes to that hour)." Ex: 9:50 is "Son las diez menos diez."
- You will **always** use **son** to talk about the hour unless it is sometime during the 1:00 hour. Then, you will use the singular form: es la una y

How would you write each of the following times in Spanish? **Use complete sentences.**

6:00	Son las seis.	9:35	Son las diez menos veinticinco.
8:07	Son las ocho y siete.	6:45	Son las siete menos cuarto.
1:05	Es la una y cinco.	12:50	Es la una menos diez.
12:15	Son las doce y cuarto.	9:55	Son las diez menos cinco.
5:20	Son las cinco y veinte.	4:30	Son las cuatro y media.

9. Next, it's time to get your class up and moving. The large circles you created before or at the beginning of class will become huge clocks.
10. Depending on your class, choose one of two options for this activity: you may lay the cards in circles on the floor and make them large enough so that two students can lie in them as if they are the two hands in the clock, or you may tape them either on the wall/boards or the floor in a smaller size so that one student could use his/her arms as the hands of the clock. This activity requires some forethought and precautions, but when done responsibly, kids love it.

TEACHER TIP 1: For the first variation, you will only be able to use times that allow for significant space between the hour hand and the minute hand to make sure students can maintain personal space. Times such as 4:15, 8:45, 10:50, *etc.*, should not be used. **Also**, encourage students to have their heads together or their feet together when acting this out, but never head with foot. (You may also consider having two students act out the longer minute hand while just one student is the hour hand. Again, encourage foot-to-foot or head-to-head contact, not mixing heads with feet, as the latter is more likely to get hair pulled or cause other problems.) Also, note that using the floor allows students to spread the cards out and make the circle bigger when needed.

TEACHER TIP 2: For the second option, other students will need to arrange the clock-student's arms to show the time—avoid if your class has problems respectfully touching, and **make sure** that the children being the clock arms know that other children will be physically moving their arms. The student posing as the clock arms should always be a volunteer and not assigned to the position, as some children are not comfortable being touched.

TEACHER TIP 3: If these kinesthetic activities will not work for you because of your class personality, give students objects to use as the clock hands such as a meter stick and a ruler, or two lengths of string or sticks.

TEACHER TIP 4: If the weather is good, take this game outdoors.

11. Once your class has been divided up at the different clocks, give your students a time to demonstrate in Spanish.
12. Once everyone has formed their answer, show them your model clock so they can check their answer. Do one or two more examples, then allow your students to switch out so new students can be the hands in the clock. Continue several more rounds.

Suggested tarea: Several practice sheets, activities and a quiz are included in the materials for this lesson.

Reinforcement Activities:

Es la Hora: Use the clock and written time cards provided in this lesson to print off enough photocopies so that students can work in groups of 2-3. Students will be given a deck of cards. After mixing up the cards, the dealer will lay out 12 cards on the table, face up: four rows of three cards each. All students will simultaneously look for and claim any 2-way match (the clock time and the written time being identical); to indicate they have seen a match (and avoid damaging the cards or their classmates), students must call "¡Es la hora!" ("It's time!"). All students should stop and freeze except the one who has called it. S/he will take the pair she spotted (s/he may take only one pair at that time), then if all students agree it is actually a set, s/he keeps it and play resumes on that hand. Once all students agree that no more matches are in the hand dealt on the table, the dealer will fill in the gaps from claimed cards by laying down new cards and

a new round begins. **Notes:** if the cards a student has tried to match are not a pair, s/he must replace the cards and has to sit out the rest of the hand. Also, if 12 cards are dealt and no match is found in the cards, the dealer may lay down 3 additional cards. Once all cards have been claimed, the game is over. The student with the most pairs is the winner. **TIP:** These cards can also be used to play traditional Memory.

Paper Plate Clock: Have each student construct a paper plate clock model using a paper plate for the clock face, posterboard arrows or strips for the clock hands (prepare stencils ahead of time for students), and a paper fastener or brad to hold the hands down. Give them the partner practice sheet included in this lesson and have them follow the directions. **NOTE: You will need to make one copy for yourself first and draw in the clock hands where you think your students most need to practice.** You may also use the paper plate clocks for all-class reviews: give your students a time and have them demonstrate the time you stated on their clocks.

Race Against Time: Divide the class into two teams. Have a representative from each team come up to the front of the room with a paper plate clock. Call off a time in Spanish for them to represent on their clocks and award a point to whoever does this the fastest. (This can also be done with dry erase boards.)

Lotería/Bingo: This is Spanish Bingo. Copy the blank Lotería board included in the Materials Appendix so that each student has one, and then have students fill in the squares with varied times. The only caveat is that they should only be using times that represent quarter to, quarter after, and half past the hour in order to practice that specific vocabulary. For example, 12:15, 1:30, 2:45, and 6:15 would all be acceptable times, but 1:00, 3:18, 8:00, and 5:50 would not. Distribute markers such as dry beans to the students. Call off times, and have students place a bean on any time they have on their board. Once a student gets a line across the board vertically, horizontally, or diagonally, s/he calls out, "Lotería." After the answers are verified, that student is named the winner.

Buzz In: Divide the class into two teams. Have one representative from each team come up to the board and face off. Use your model clock to show them a time, and have them buzz in (loudly saying "BUZZ!" works great, but you can use a board game buzzer if you have one) when they know the answer. If the answer is right, the student gets a point. Award a small prize to the winning team. Variation: Mixed in with the time-telling skills, include phrases in English or Spanish and have students give you the translation. For example, "What time is it?" (¿Qué hora es?) or "(sometime) in the morning" (por la mañana).

Explaining Schedules: Schedules are a great way for students to practice talking about time. Here are some examples of possible activities you could incorporate into the classroom for practice.

- Students write or talk about their schedule for the day: when they get up, leave for school, arrive at school, have each class, go home, have extracurricular activities, etc.
- Television Time: use a poster, overhead, or other visual of the television schedule for the evening.

- Ask students several questions about the schedule. *E.g., ¿Cuál programa empieza a las 7:30 en el canal 6?* (Make sure to teach the verb *comienza* or *empieza* before beginning this activity, as well as clarify the cognates *canal* and *programa*.) As an alternative, have students describe the schedule for the shows they watch.

Assessments:

Numerous practice sheets and a quiz are included in the materials for this lesson.

¿Qué hora es?: Student Resource Page for telling time- Page 1

Nombre: _____

Escucha a tu maestro/a y escribe el inglés para cada palabra en la tabla.

la hora		_____ y media	
la cita		_____ y cuarto	
el horario		_____ menos cuarto	
¿Qué hora es?		_____ y pico	
¿A qué hora?		de la mañana	
Es la ____/Son las ____		de la tarde/noche	
A la ____/ a las ____		por la mañana	
antes de la/las ____		por la tarde	
después de la/las ____		por la noche	
temprano		la medianoche	
tarde		el mediodía	

Pistas: Things to keep in mind when talking about time in Spanish

- When you are _____ than halfway through the hour, you will always say "Son las (hour) y (minutes)." Ex: 4:25 is "Son las _____ y _____."
- When you are _____ than halfway through the hour, you will usually say "Son las (next hour) **menos** (minutes to that hour). Ex: 9:50 is "Son las _____ **menos** _____."
- You will **always** use **son** to talk about the hour unless it is sometime during the _____ hour. Then, you will use the singular form: _____.

¿Qué hora es?: Student Resource Page for telling time- Page 2

How would you write each of the following times in Spanish? **Use complete sentences.**

6:00		9:35	
8:07		6:45	
1:05		12:50	
12:15		9:55	
5:20		4:30	

Want to express specifically when you have a commitment? Use the preposition *a*, which means "at" in this case. Study the examples below.

(At) What time is your appointment?

¿A qué hora es tu cita?

I have an appointment at 3:00.

Tengo una cita a las tres.

(At) what time do you all arrive?

A qué hora llegan?

We arrive at noon.

Llegamos a mediodía.

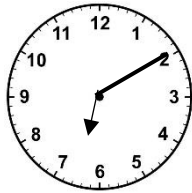
Práctica I: Flashcards- Cut the cards apart and write the Spanish on the backside with perfect spelling.

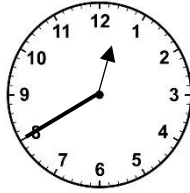
the time (and weather)	appointment/ date	schedule	What time is it?
At what time?	It is _____ o'clock.	At _____ o'clock.	before _____ o'clock
after _____ o'clock	early	late	half past _____
quarter past _____	quarter to _____	just past _____	A.M.
P.M.	in the morning (not time specific)	in the afternoon (not time specific)	in the evening (not time specific)
midnight	noon	When you are _ than halfway through the hour, you will always say "Son las (hour) y (minutes)."	When you are _____ than halfway through the hour, you will usually say "Son las (next hour) menos (minutes to that hour).

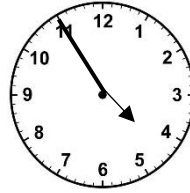
Partner Activity: ¿Qué hora es?

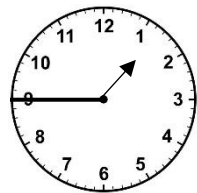
Nombres: _____

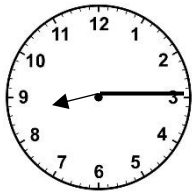
Take turns with your partner to write out the Spanish for each times shown here in **complete sentences**.
Check each other's work carefully!

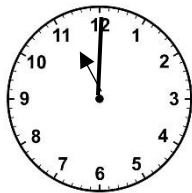


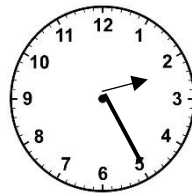


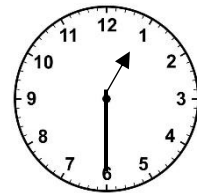












Use a piece of scrap paper or dry/erase board and challenge your partner. Take turns reading the times above in Spanish one by one while your partner writes the time they hear in numbers on the piece of paper/board. Act as a teacher and check his/her work using the clocks above. Switch roles for each clock.

Práctica II: ¿Qué hora es?

Nombre: _____

Translate each of the following phrases into Spanish.

1. What time is it? _____
2. (At) what time do we arrive? _____

3. at midnight _____
4. at noon _____
5. (sometime) in the morning _____
6. (sometime) in the evening _____

Write out each time shown in a complete sentence.

1. 2:14 _____
2. 12:45 _____
3. 8:30 _____
4. 6:24 _____
5. 1:15 _____
6. 5:09 _____
7. 2:55 _____
8. 4:35 _____
9. 11:40 _____
10. 7:00 _____

Partner Activity: La Hora

Persona A

Nombre: _____

Ask and answer the questions using the information in the box. Write the times you hear in digits.

1. ¿A qué hora tienes la clase de arte? _____
2. ¿A qué hora tienes la clase de música? _____
3. ¿A qué hora tienes la clase de composición? _____
4. ¿A qué hora tienes la clase de español? _____
5. ¿A qué hora tienes la clase de inglés? _____
6. ¿A qué hora tienes la clase de ciencias? _____
7. ¿A qué hora tienes la clase de matemáticas? _____
8. ¿A qué hora tienes la clase de educación física? _____

Music- 11:05
 Science- 1:45
 Art- 9:40
 English- 8:30
 Spanish- 10:55
 Phy.Ed.- 3:15
 Math- 12:30
 Writing/Language Arts- 1:00

Partner Activity: La Hora

Persona B

Nombre: _____

Ask and answer the questions using the information in the box. Write the times you hear in digits.

1. ¿A qué hora tienes la clase de ciencias? _____
2. ¿A qué hora tienes la clase de educación física? _____
3. ¿A qué hora tienes la clase de inglés? _____
4. ¿A qué hora tienes la clase de música? _____
5. ¿A qué hora tienes la clase de arte? _____
6. ¿A qué hora tienes la clase de composición? _____
7. ¿A qué hora tienes la clase de matemáticas? _____
8. ¿A qué hora tienes la clase de español? _____

Music- 12:45
 Science- 1:05
 Art- 10:30
 English- 8:40
 Spanish- 2:15
 Phy.Ed.- 9:55
 Math- 12:00
 Writing/Language Arts- 1:30

Nombre: _____

Práctica III: Translate the story about Anita's schedule into English. Use the dictionary if needed.

Mi horario es ocupado. A las siete y cuarto de la mañana, tengo una cita con la maestra de composición.

Me gusta llegar temprano a las siete y pico. Después de la cita, tengo la clase de arte a las ocho menos diez.

La clase de arte termina a las nueve y media y voy a la clase de inglés. Me gusta mucho leer en la clase.

Antes de la clase de inglés, yo tomo agua y voy a mi taquilla. A las diez menos cuarto, leemos un libro.

Después de la clase de inglés, tengo la clase de español a las diez y veintiocho. Hablamos mucho español.

Por la tarde, hay muchas clases interesantes en mi horario. Tengo la clase de ciencias, música y álgebra.

La clase de ciencias es mi favorita al mediodía. Después, tengo el almuerzo. Yo como con mis amigas.

Me gusta comer una quesadilla de pollo y una manzana. Antes de almuerzo, voy a mi taquilla otra vez.

Después de comer, mi amiga Sandra y yo vamos a la clase de música temprano, a la una y doce.

La clase termina a las dos y pico. Finalmente, tengo la clase de álgebra a las dos y ocho de la tarde.

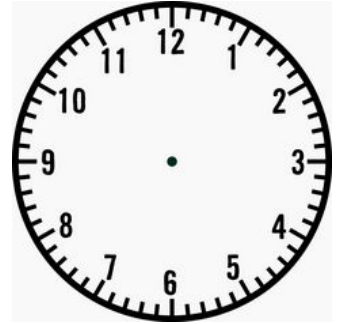
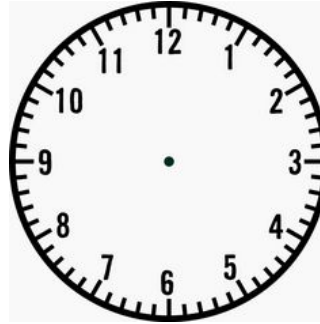
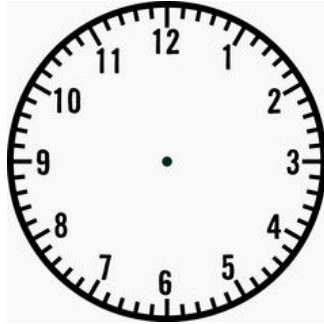
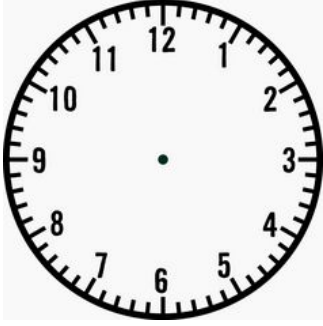
La clase de álgebra es muy difícil pero interesante. Termina a las tres menos cuarto de la tarde.

Voy a mi casa a las tres y pico y como una merienda. Me gustan las uvas y los plátanos para la merienda.

Práctica IV: ¿Qué hora es?

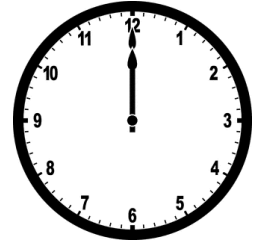
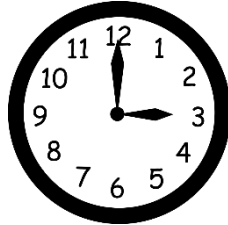
Nombre: _____

Part I: Draw the hands on the clocks for the times listed.



1. Son las cinco y cuarto. 2. Es la una menos diez. 3. Son las cuatro y media. 4. Son las tres y pico.

Part II: Write the times in Spanish.

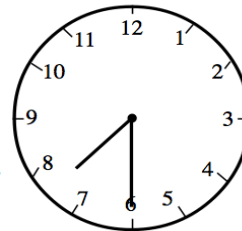
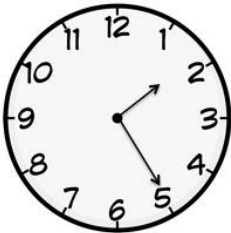


5. _____

6. _____

7. _____

8. _____



9. _____

10. _____

11. _____

12. _____

12:15	Son las doce y quince.	1:45	11:48
Son las dos menos cuarto.	7:30	Son las siete y media.	Es mediodía.
2:20	Son las dos y veinte.	5:55	Son las doce menos doce.
Son las cinco menos cuarto.	3:00	Son las tres.	4:45
12:00 (de la noche)	Son las seis menos cinco.	12:00 (de la tarde)	Es medianoche.

1:10	Es la una y diez.	Son las cuatro menos veinticinco.	3:35
10:30	12:50	Son las diez y media.	Son las diez y diecinueve.
Son las diez menos veinte.	Es la una menos diez.	Son las seis y veintisiete.	6:27
8:07	Son las nueve menos dos.	Son las ocho y siete.	8:58
10:19	5:15	9:40	Son las cinco y cuarto.

Nombre: _____ Prueba: La Hora

Listen to the times your teacher says aloud. Write them in digits below. (12)

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Answer the questions below using the information in parenthesis. (9)

1. ¿A qué hora tienes la clase de inglés? (noon)

2. ¿A qué hora come Carlos el almuerzo? (12:45 P.M.)

3. ¿A qué hora está usted en casa? (midnight)

Nombre: _____ Prueba: La Hora

Listen to the times your teacher says aloud. Write them in digits below. (12)

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Answer the questions below using the information in parenthesis. (9)

1. ¿A qué hora tienes la clase de inglés? (noon)

2. ¿A qué hora come Carlos el almuerzo? (12:45 P.M.)

3. ¿A qué hora está usted en casa? (midnight)

TOTAL: ____/21

PORCENTAJE: ____

Nombre: _____ Prueba: La Hora

Listen to the times your teacher says aloud. Write them in digits below. (12)

SAY THE FOLLOWING TIMES ALOUD IN SPANISH FOR YOUR STUDENTS:1. 1:303. 12:155. 10:452. 6:144. 8:406. 3:50

Answer the questions below using the information in parenthesis. (9)

4. ¿A qué hora tienes la clase de inglés? (noon)

Yo tengo la clase de inglés al mediodía.

5. ¿A qué hora come Carlos el almuerzo? (12:45 P.M.)

Carlos come el almuerzo a la una menos cuarto.

6. ¿A qué hora está Usted en casa? (midnight)

Yo estoy en casa a la medianoche.

I. The Present Progressive Tense: -ING Ending

Prep: 15 minutes

Materials: copies of Student Resource Pages, desired homework sheets, chart/board space with forms of ESTAR, chart with progressive endings, class set of index cards with a familiar verb on each for activity in Procedure,

Target Vocabulary and Concepts:

ESTAR- to be

yo	estoy	nosotros	estamos
tú	estás	vosotros	estáis
él ella usted	está	ellos ellas ustedes	están

Present Progressive Endings

AR→ ando

ER, IR→ iendo

Procedure:

1. The Present Progressive should follow both the Present Tense Unit as well as extensive use and practice of the verb ESTAR.
2. Begin the Present Progressive lesson by reviewing the infinitive verbs that the students have previously learned. A game of "Charades" or "Around the World" would be a great review.
3. Review the forms of ESTAR and make sure the class is very familiar with the chart. Put up a poster or write the pronouns and forms of the verb on the board. Chant out the forms and if students are struggling to remember, play a review game to help them remember.
4. Explain how after today, their Spanish will be at yet another level. The class will be able to describe what people are "doing." Instead of saying, "the girl sings," the class will be able to express that "the girl **is singing**."
5. Use the example from above, "the girl is singing," to add onto the notes or poster of ESTAR on the board. After the forms of ESTAR, write the format, "AR→ ando."
6. Work with the class to decipher the sentence together. Go through the steps taking volunteers. "La chica **está cantando**."
7. Hand out the Student Resource Page to the class. Have the students fill in the forms of ESTAR and discuss the meaning of "gerund." Then have the students try out "Parte A" on their own for few minutes.

8. Spend the rest of the class period on Present Progressive with only AR verbs. Finish the "Student Resource Page 1" together and incorporate a practice game where students need to put AR infinitives into the gerund form. Use an activity from the Activity Book, such as *Gusano* or *Caramba*.
9. Assign "Práctica 1" to review the AR verb Present Progressive.
10. After students are comfortable with AR, (likely after 1-2 class periods), introduce the Present Progressive for ER and IR verbs.
11. Follow the same format for introducing the material by writing "ER,IR→ iendo" after the ESTAR chart and working with the class to model its usage.
12. Use Student Resource Page 2 as a guide and follow the examples and practice sections included.
13. Continue to use the ER/IR Present Progressive for a day or two, before including the AR Present Progressive and reviewing them together.
14. Continue through the Unit using the homework assignments, activities, quiz, review sheet, test, and project.

Suggested Tarea: There are numerous practice sheets as well as a quiz, test and project included in this unit.

Heritage Speakers: There are a few alternative homework assignments for heritage speakers, entitled "Práctica A, B, C" throughout this unit. The project could also be intensified and students could be required to write a more extensive letter including many more sentences, if desired.

Reinforcement Opportunities:

Card Pass Activity: Create index cards with a familiar infinitive verb listed on each. Randomly pass out the cards so that each student has one. Call out a pronoun, such as "yo" and have the students stand and move around telling another student their sentence in the present progressive using the pronoun you announced and the verb on the card in their hand. For example, if the current pronoun announced was "yo" and the card in the student's hand says, "bailar," the student would say, "Yo estoy bailando." After two students share their sentences, have them switch cards to then practice a new verb and move on to new student in the room. This can continue for several minutes. The teacher could also call out various pronouns during the activity so more sentence structures are practiced. This could be completed several times throughout the unit using just AR verbs or just ER/IR verbs or a mix of all. See "Card Pass," in the Activity Book for further instructions, if needed.

Skits: Assign students into groups of 2 or 3 and have them write action sentence skits and present the actions and sentences to the class.

Charades or Pictionary: use familiar infinitives. Students need to call out the complete present progressive sentence to earn a point for their team.

Fotos: Find and print pictures of people completing familiar activities online and hang them around the classroom. Pair up your class and have the students walk around the classroom discussing what they see people doing in the pictures.

Act as spies and go on a scavenger hunt through the school trying to come up with sentences about what is observed. "La estudiante está caminando en el pasillo." "Los maestros están enseñando." Etc.

Other popular activity ideas include **Dry/Erase boards, Board Races and Jeopardy.**

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

Consider also incorporating an informal quiz after the introduction of the unit. Give students a piece of paper and tell them to write the present progressive form of the verb you call out in Spanish. Be sure to give students notice for this assessment since surprise assessments are not received well.

estar- _____

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

(gerund)

+ **ando**

(AR verbs)

***Gerund (definition):** the "ing" word

***For AR verbs:** Drop the "AR" and add "ando" to the stem.

Parte A: Write the GERUND for the verb below.

1. besar → _____
2. mirar → _____
3. llevar → _____
4. gastar → _____
5. limpiar → _____

Parte B:

Modelo: She is singing. → Ella está cantando.

1. He is dancing. _____
2. We are talking. _____
3. They are swimming. _____
4. I am winning! _____
5. You (formal) are cleaning. _____

Parte C: Review

1. The Present Progressive is the _____ ending.
2. It describes actions that are _____ right now.
3. A word ending in "ing" is called a _____.
4. The ending used for AR verbs is: _____.

estar- _____

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

(gerund)

+ **iendo**

(ER/IR verbs)

***Gerund (definition):** the "ing" word

***For ER, IR verbs:** Drop the ending and add "iendo" to the stem.

Parte A: Write the GERUND for the verb below.

1. comer → _____
2. asistir → _____
3. correr → _____
4. escribir → _____
5. creer → _____

Parte B:

Modelo: We are learning. → Nosotros estamos aprendiendo.

1. She is understanding. _____
2. You all (informal) are drinking. _____
3. They are eating. _____
4. I am deciding. _____
5. You (informal) are living. _____

Parte C: Review

1. A word ending in "ing" is called a _____.
2. The ending used for ER/IR verbs is: _____.
3. It describes actions that are _____ right now.
4. The Present Progressive is the _____ ending.

Práctica I- Present Progressive- AR verbs

Nombre: _____

Parte 1- Fill in the forms of **ESTAR** and write the gerund for AR verbs in the blank.

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

+ **AR** → _____

Parte 2- Write the gerunds below, then translate it into English.

Modelo: mirar → mirando watching

- descansar → _____
- ayudar → _____
- llegar → _____
- trabajar → _____
- viajar → _____

Parte 3- Use a form of ESTAR and the verb in parenthesis to fill in the blanks. Be sure to change both verbs into the appropriate forms.

- Yo _____ la televisión. (estar + mirar)
- Tú _____ a mis amigos en Costa Rica. (estar + visitar)
- Vosotros _____ las matemáticas. (estar + estudiar)
- Anita _____ en la clase de arte. (estar + dibujar)
- Ustedes _____ los abrigos. (estar + llevar)
- Juan y yo _____ el almuerzo. (estar + comprar)
- Mi hermana _____ por teléfono. (estar + llamar)

Práctica II- Present Progressive- ER/IR verbs

Nombre: _____

Parte 1- Fill in the forms of **ESTAR** and write the gerund for ER and IR verbs in the blanks.

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

+ ER → _____

+ IR → _____

Parte 2- Write the gerunds below, then translate it into English.

Modelo: comer → comiendo eating

- decidir → _____
- compartir → _____
- beber → _____
- comprender → _____
- vivir → _____

Parte 3- Use a form of ESTAR and the verb in parenthesis to fill in the blanks. Be sure to change both verbs into the appropriate forms.

- Ustedes _____ las ventanas. (estar + abrir)
- Yo _____ en la educación física. (estar + correr)
- Mi tío _____ español. (estar + aprender)
- Vosotros _____ las montañas. (estar + subir)
- Ángelo _____ la hamburguesa. (estar + comer)
- Tú _____ una carta a tu abuela. (estar + escribir)
- Juanita y yo _____ buenas notas. (estar + recibir)

Práctica III- Present Progressive- AR/ER/IR verbs

Nombre: _____

Parte 1- Fill in the forms of **ESTAR** and write the gerund for AR, ER and IR verbs in the blanks.

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

+ **AR**→ _____

+ **ER**→ _____

+ **IR**→ _____

Parte 2- Write the gerunds below, then translate it into English. Be sure to look at the ending of the verb before deciding which gerund to choose!

Modelo: comer → comiendo eating

- vivir→ _____
- visitar→ _____
- compartir→ _____
- aprender→ _____
- llevar → _____
- comer → _____
- decidir → _____
- comprender → _____

Parte 3- Use a form of **ESTAR** and the verb in parenthesis to fill in the blanks. Be sure to change both verbs into the appropriate forms.

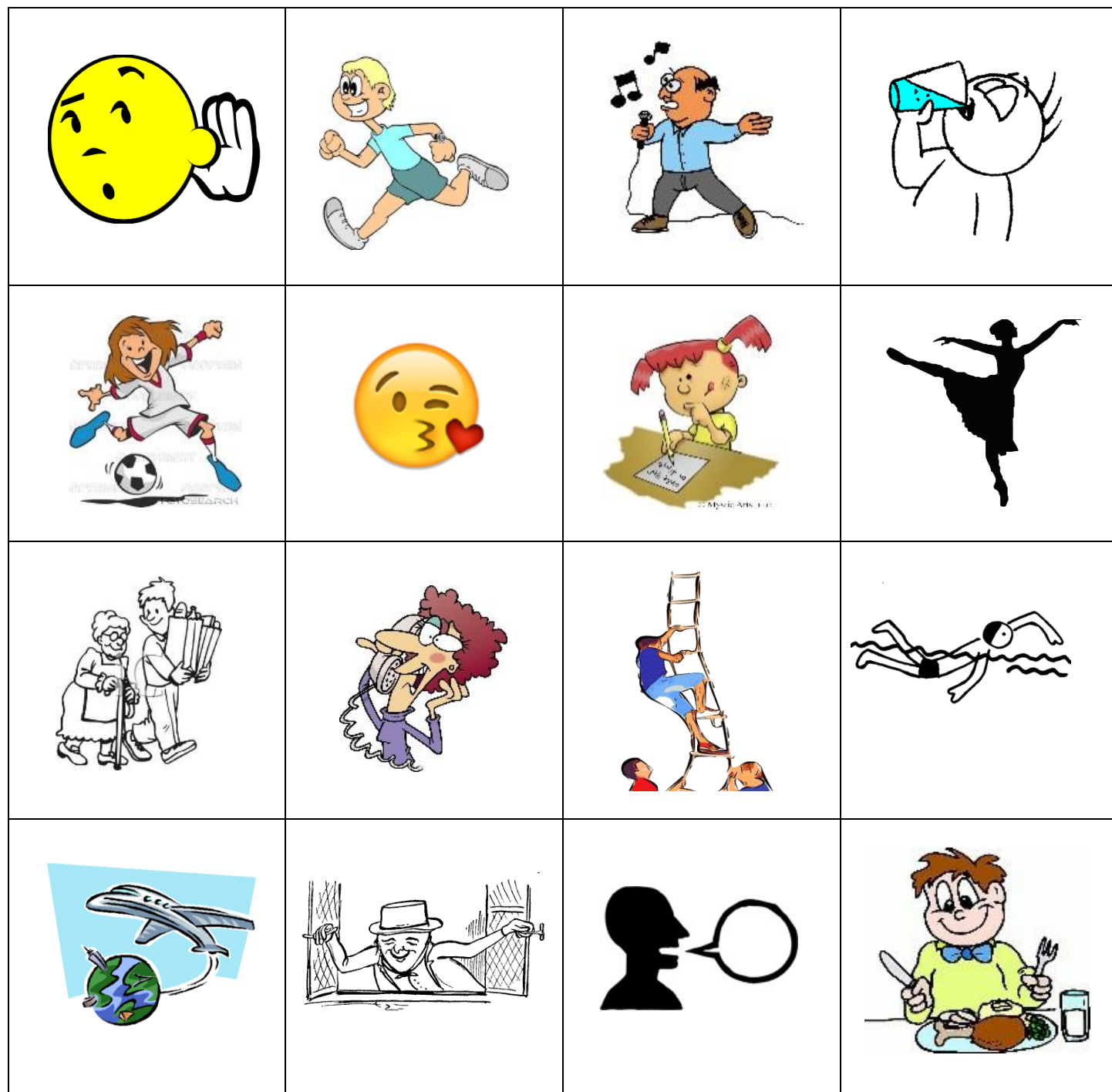
- Ustedes _____ en la tarea. (estar + trabajar)
- Yo _____ en el partido de fútbol. (estar + correr)
- Mi amigo mejor _____ la geometría. (estar + aprender)
- Nosotros _____ en Bolivia. (estar + viajar)
- Ángelita _____ la leche chocolate. (estar + beber)
- Tú _____ tu gato mucho. (estar + besar)
- Carolina y José _____ en España. (estar + vivir)

Nombre: _____

Listening Activity/Tómallo Partner Activity- Present Progressive

Listening Activity- Cut apart the cards below and place them face up on your desk. Next, listen to the teacher call out one card at a time using a sentence in the present progressive. Find and hold up the corresponding card.

Tómallo Partner Activity- Each pair needs one set of cards cut and spread out on the desk. When the teacher calls out a card, hunt to find the card before your partner. Collect the cards you found first. Whichever partner has the most cards in the end, wins.



los nombres _____

Partner Activity- Present Progressive (materials: two dice and one copy per pair)

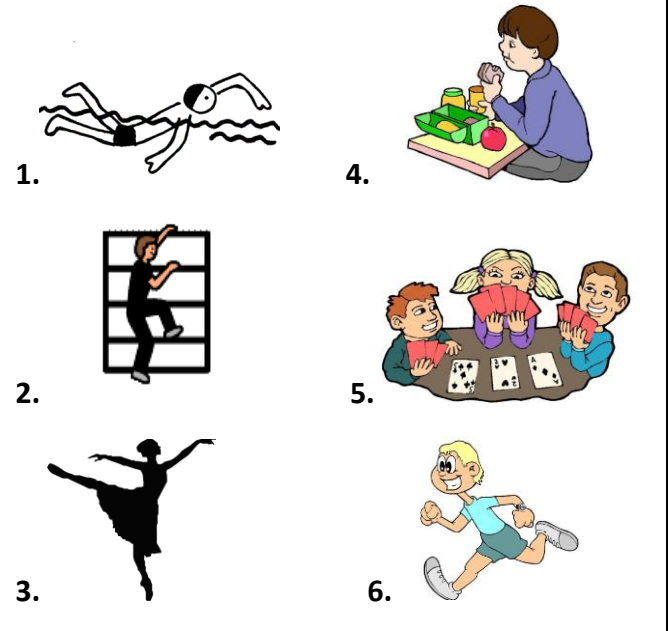
1. Roll the dice. (One die refers to the pronoun while the other refers to the action.)
2. Create a sentence using the corresponding numbers and tell it to your partner aloud.
3. Alternate turns continuing for at least 5 times each.
4. Then, take turns writing one of the sentences you created below.

Pronoun

1. Tú
2. Isabela
3. Juan y yo
4. Vosotros
5. Ustedes
6. Yo

**+ form of
ESTAR**

Action (use the gerund)



1. _____

2. _____

los nombres: _____

Partner Activity- Present Progressive **¿Qué están haciendo?**

Work with your partner to write down as many things going on around you as possible. Observe your teacher, your classmates and look out the windows! Don't forget to use a form of ESTAR in each sentence. Alternate writing each sentence with your partner. Be creative!

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



TOTAL: ____/30

PORCENTAJE: ____%

Nombre: _____ Prueba: Present Progressive

Parte 1- Fill in the forms of **ESTAR** and write the "ing" ending for AR, ER and IR verbs in the blanks. (9)

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

+ AR → _____

+ ER → _____

+ IR → _____

Parte 2- Write the "ING" endings below, then translate it into English. (20)

Modelo: comer → comiendo eating

1. decidir → _____

2. gastar → _____

3. compartir → _____

4. llamar → _____

5. beber → _____

6. viajar → _____

7. comprender → _____

8. llegar → _____

9. vivir → _____

10. nadar → _____

Parte 3- Complete the sentence below. (1)

*A word ending in "ing" is called a _____.

Nombre: _____ **KEY** Prueba: Present Progressive

Parte 1- Fill in the forms of **ESTAR** and write the "ing" ending for AR, ER and IR verbs in the blanks. (9)

yo estoy	nosotros estamos nosotras
tú estás	vosotros estáis vosotras
él está ella usted	ellos están ellas ustedes

+ AR → ando

+ ER → iendo

+ IR → iendo

Parte 2- Write the "ING" endings below, then translate it into English. (20)

Modelo: comer → comiendo eating

- decidir → decidiendo deciding
- gastar → gastando spending
- compartir → compartiendo sharing
- llamar → llamando calling
- beber → bebiendo drinking
- viajar → viajando traveling
- comprender → comprendiendo understanding
- llegar → llegando arriving
- vivir → vivendo living
- nadar → nadando swimming

Parte 3- Complete the sentence below. (1)

*A word ending in "ing" is called a gerund

Nombre: _____

Práctica A- Present Progressive- Page 1

Mira el dibujo y escribe qué las personas están haciendo. Usa los pronombres enfrente de cada espacio y la forma correcta de ESTAR en cada respuesta.



1. Yo _____.
2. Ana y yo _____.
3. Vosotros _____.
4. Tú _____.
5. Juan _____.
6. Usted _____.
7. Lupe _____.
8. Ustedes _____.

Continued on Page 2 →

Práctica A- Present Progressive- Page 2 (continued)

9. Los maestros _____.
10. Yo _____.
11. Tú y yo _____.
12. Vosotros _____.
13. Usted _____.
14. La Señora León _____.
15. Isabela y Luis _____.
16. Nosotras _____.
17. Ella _____.
18. Yo _____.
19. Vosotras _____.
20. La clase de español _____.

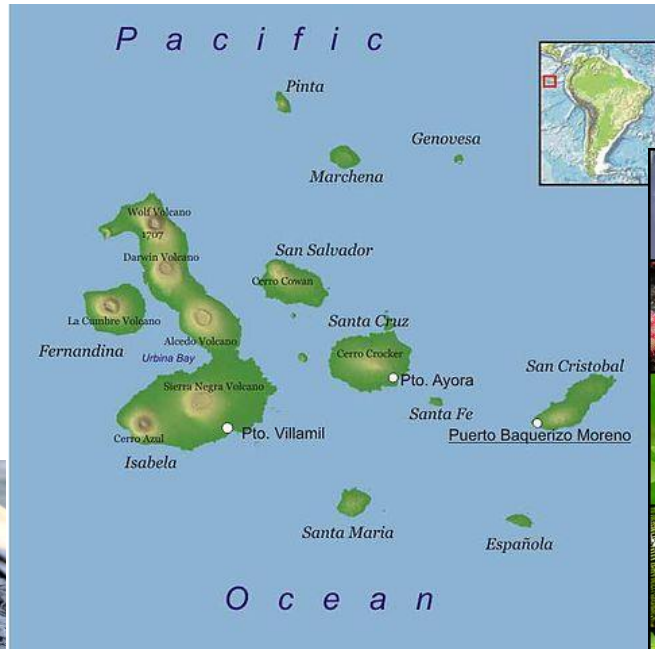


Nombre: _____

Práctica B- Present Progressive



Los Galápagos



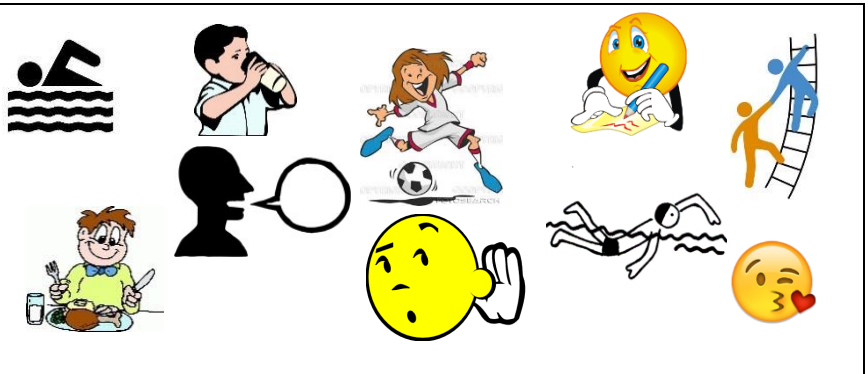
(Lee el cuento y llena los espacios con el presente progresivo.)

¡Hola! Me llamo Catalina y vivo en Ecuador. Ahora, mi familia y yo _____
 _____ (estar + viajar) en los Galápagos. Hay mucha belleza para ver en las islas de los
 Galápagos, Ecuador. Entre las islas, yo _____ (estar + tomar) un barco para
 visitar muchos lugares diferentes. En la isla de Isabela, mi familia _____
 _____ (estar + explorar) el volcán Alcedo dónde la mayoría de las tortugas
 _____ (estar + vivir). Hoy, mi hermano mayor
 _____ (estar + subir) el volcán con una guía. Mientras tanto, mi
 hermanita y yo _____ (estar + mirar) las focas quien
 _____ (estar + nadar) cerca de la playa. ¡Este lugar es increíble!

Práctica IV/ Práctica C- Present Progressive Nombre: _____

frases en el presente progresivo usando un sujeto y un verbo de la caja. Recuerda a usar una forma de **ESTAR** en todas las frases. Solo usa cada sujeto y cada verbo cada vez.

(Form sentences in the present progressive using a subject and a verb from the box. Remember to use a form of **ESTAR** in all of the sentences. Only use each subject and each verb one time each.)

Tú	Usted	
Yo	Vosotras	
Juanita	Lola y yo	
Ustedes	El Señor Alvarado	
los perros	Las estudiantes	

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

Práctica V: Review Sheet- Present Progressive- Page 1 Nombre: _____

Parte 1- Define and write the forms of ESTAR below and fill in the gerunds for AR, ER and IR verbs.

estar- _____

gerunds

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

AR→ _____

ER→ _____

IR → _____

Parte 2- Write the gerunds for the following verbs, then define them in English.

1. escribir _____

2. subir _____

3. abrazar _____

4. trabajar _____

5. asistir _____

6. comer _____

7. llevar _____

8. decidir _____

9. viajar _____


10. comprender _____

Práctica V: Review Sheet- Present Progressive- Page 2

Parte 3- Complete the sentences below by using the information in parenthesis.

1. Yo _____ geometría. (estar + estudiar)
2. Mi hermanita _____ en Argentina. (estar + viajar)
3. Vosotros _____ mucho en la clase de arte. (estar + aprender)
4. Pilar y yo _____ en el océano. (estar + nadar)
5. Ustedes _____ la puerta para el maestro. (estar + abrir)
6. Tú _____ el partido de fútbol. (estar + ganar)
7. Las muchachas no _____ álgebra. (estar + comprender)
8. Usted _____ mucho español. (estar + hablar)

Parte 4- Use the subjects and the verbs below to create 6 sentences in the present progressive. Only use each subject and verb one time.

Tú y yo	Yo	
Vosotras	Sandra	
Antonio y Carlos	Usted	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Nombre: _____ Examen: Present Progressive

Parte 1- Define and write the forms of ESTAR below and fill in the gerunds for AR, ER and IR verbs. (10)

estar - _____

gerunds

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

AR → _____

ER → _____

IR → _____






Parte 2- Write the gerunds for the following verbs, then define them in English. (10)

- decidir _____
- ayudar _____
- comprender _____
- comprar _____
- asistir _____

Parte 3- Complete the sentences below using the information in parenthesis. (10)

- Lupe y yo _____ la televisión. (estar + mirar)
- Yo no _____ el voleibol. (estar + jugar)
- Vosotros _____ la cena. (estar + comer)
- Ustedes _____ en el restaurante. (estar + trabajar)
- Tú _____ en el parque. (estar + correr)

Parte 4- Use the subjects and verbs below to create 5 sentences. Only use each one once. (10)

Ana y yo	Vosotras					
Tú	El Señor García					
Los estudiantes						

- _____
- _____
- _____
- _____
- _____

Nombre: _____ **KEY Examen: Present Progressive**

Parte 1- Define and write the forms of ESTAR below and fill in the gerunds for AR, ER and IR verbs. (10)

estar - to be

gerunds

yo estoy	nosotros estamos nosotras
tú estás	vosotros vosotras estáis
él está ella usted	ellos están ellas ustedes

AR → **ando**

ER → **iendo**

IR → **iendo**






Parte 2- Write the gerunds for the following verbs, then define them in English. (10)

1. decidir deciendo deciding
2. ayudar ayudando helping
3. comprender comprendiendo understanding
4. comprar comprando buying
5. asistir asistiendo attending

Parte 3- Complete the sentences below using the information in parenthesis. (10)

1. Lupe y yo estamos mirando la televisión. (estar + mirar)
2. Yo no estoy jugando el voleibol. (estar + jugar)
3. Vosotros estáis comiendo la cena. (estar + comer)
4. Ustedes están trabajando en el restaurante. (estar + trabajar)
5. Tú estás corriendo en el parque. (estar + correr)

Parte 4- Use the subjects and verbs below to create 5 sentences. Only use each one once. (10)

Ana y yo	Vosotras					
Tú	El Señor García					
Los estudiantes						

1. **Answers will vary** _____
2. _____
3. _____
4. _____
5. _____

Proyecto- Present Progressive - Page 1

Nombre: _____

Country List

Puerto Rico
Cuba
Chile
Argentina
Bolivia
Paraguay
Colombia
Panamá
Guatemala
Costa Rica
España
El Salvador

Pretend you are visiting a Spanish-speaking country! Create a postcard describing your travels.

1. Choose one of the countries from the Country List box.
2. Write a postcard to a friend or family member discussing what you are "doing" in that location, using and **underlining at least 4 sentences in the present progressive.**
3. Find or draw the **flag of your country** and use it for your stamp.
4. Include a **greeting** using "Querida /Querido" as well as a **closing** such as "Con amor" or "Saludos".
5. Research a **popular tourist destination** in the country you choose.
6. Find a color photo or draw and color the tourist destination on the back of the postcard and include a sentence or two describing the location in English (or Spanish).
7. Practice and be ready to present your postcard to the class.
8. Be sure to **double check your work using the Rubric** on the backside of this paper.

Example:

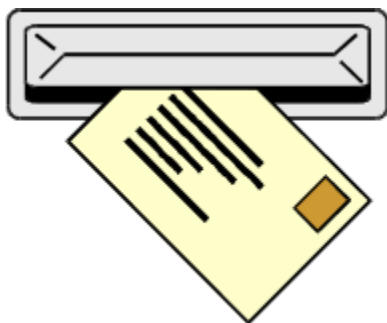
Querida abuela,
Estoy viajando en Perú con mi
amigo, Carlos. Nosotros
estamos visitando Machu
Picchu. ¡Es increíble! Estamos
subiendo las montañas y estoy
comiendo muchas empanadas.
Con amor,
Luis



Marta Smith
2352 South Street
Madison, WI 53590
U.S.A.

Rough Draft Due: _____

Final Draft Due: _____



Machu Picchu, Perú



The Incan ruins of Machu Picchu is one of the seven natural wonders of the world. The ruins are located in the Andes mountains at almost 8,000 feet above sea level.

Proyecto- Present Progressive - Page 2

Rúbrico: Name _____

Included 4 or more correct sentences in the present progressive	5	4	3	2	1
A color picture or drawing was included of popular destination and the flag (stamp)	5	4	3	2	1
Researched popular tourist location and included a sentence or two in English (or Spanish) describing the location under the picture	5	4	3	2	1
Postcard is done neatly and easy to read and included a greeting and closing in Spanish	5	4	3	2	1
Presented postcard and shared findings on tourist location with the class.	5	4	3	2	1
Project was completed on time	5	4	3	2	1

Total: _____/30

Comments:

