

Español al Explorarlo (Spanish- to be explored)

An Exploratory Study
of the Spanish Language



Written by

Helen E. Sherman



Table of Contents

Introduction

- ◆ Purpose and description
- ◆ Article: How Language is Stored in the Brain



Mini Units within the unit include

- ◆ Saludos (greetings)
- ◆ Los Números (numbers)
- ◆ En el Salón de Clase (classroom objects)
- ◆ Los Colores y las Formas (colors & shapes)
- ◆ El Tiempo (the weather)
- ◆ El Calendario (the calendar)
- ◆ El Alfabeto Español (the Supplement of the Spanish Alphabet)

Seasonal

- ◆ La Navidad (Christmas)
- ◆ Spanish Songs
- ◆ Action Poems
- ◆ Arts & Craft Activities
- ◆ Edible Crafts
- ◆ Recipes

Inspiration

- ◆ Angels, Shepherds, and a Manger
- ◆ A Child of Promise



Spanish Teaching Resources

Administration Tips



Introduction

Español al Explorarlo has been created for any teacher who wishes to acquaint his/her students with the Spanish language in a fun and interactive manner. This unit has been done with an interdisciplinary approach in mind. Previous language experience in the Spanish language is not needed since the pronunciations for all the vocabulary will be clearly given. Although some of the activities and exercises included may be suited for primary grades, many of them can be adapted for higher grades. Use your judgement to determine which activities are best suited for your students.

The unit has been broken down into mini-units of study. Each mini-unit begins with an English/Spanish vocabulary list that will introduce the teacher to the vocabulary that will be covered within that unit. (You may want to copy these and send them home for parents to help their children with practice of their pronunciation). Each unit includes vocabulary cards with the Spanish vocabulary and the English translation. These cards can be cut and put into an index file for quick reference or used in games and other types of mentioned activities. You can also use them as a review exercise or assessment.

Each unit will also contain activity sheets as well as ideas for instructional activities. The teacher will decide which ones are suitable for the students. These can also be used to create portfolios which the students can keep at the end of the school year. Some units will also provide your students with a miniature study book of their own. The mini-books are usually sent home for the parents to see what students have been learning in class.

The themes included in this unit are those that I generally cover during a school year. My Spanish classes meet twice a week for thirty minutes. I have included a potpourri of activities from which you can choose according to the time available and age of your students. This unit of study can be expanded into a two-year unit. Remember that "practice makes perfect," and the more the students practice it the better they'll be at it.

The latest research shows compelling evidence that experience with two languages gives rise to mental flexibility, a superiority of concept formation and a more diversified set of mental abilities. It further demonstrates that language acquisition skills are sharpest at an early age. Younger children have a greater capacity for second language acquisition than older children and adults. (Enclosed you will find an interesting article on brain learning and languages)

My approach to teaching a foreign language to small children is a hands on, experiential approach, based on the principles of fun, interaction and repetition. I have found that in this manner children learn very quickly and begin to use their "new" vocabulary words in their day to day activities.

It is my hope that this unit will enhance your current program as you and your students explore the exciting and fascinating study of the Spanish language together.



Latest Information About How Language is Stored in the Brain

The science of brain mapping is providing new information about how people develop the ability to speak different languages. Researchers at Memorial Sloan-Kettering Cancer Center in New York are using new imaging techniques called functional MRI. This technique captures images while the brain is at work. It has been found that the ability to speak a second language is stored in different places in the brain depending upon the age at which a person becomes bilingual.

It has been determined that learning a second language later in life is fundamentally different than learning language early in life. Young children who learn a second language along with their native tongue store this capacity in a single sector in the brain. But if a second language is acquired later (such as in high school), the brain designates a separate area for it.

The researchers in this study caution that these results don't provide any definitive answers and that further research is necessary. However, other researchers maintain that it is very unlikely that anyone can acquire the proficiency of a native without learning the language before puberty. It isn't clear why the brain would use a separate area for a second language learned later in life. It may be that adults learn languages differently than younger children or that once a specific area for language production is established, its capacity can't be expanded. A new language may be processed through a different area of the brain.

These findings may help explain why people who move to the United States as adults never lose a foreign accent even when they speak perfect English. In contrast, those who learn two languages at an early age retain an ability to speak both as if each were their native language.

The implications of this study could greatly impact when and how a second language is learned in the United States. Language experts across the country are advocating that students begin the study of a second language in elementary school. Studies such as this will draw the attention to their claims and cause many schools to revisit how and when students learn a second language.

Prentice Hall Publishing
Paso A Paso.com



Saludos

(Greetings)



Hola, ¿cómo estás?

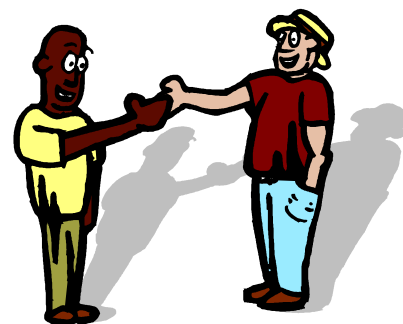


Muy bien, gracias. Y ¿tú?



Saludos

Greetings
Vocabulario



English	Español	Pronunciation
Hello	¡Hola!	<i>oh-lah</i>
How are you? (* "Usted" is used when talking to an adult)	¿Cómo estás? (tú) ¿Cómo está Usted*?	<i>coh-moh ehs-tahs</i> <i>coh-moh ehs-tah oos-tehd</i>
I am fine.	Estoy bien.	<i>eh-stoy byehn</i>
And you?	¿Y tú?	<i>ee too</i>
Very well.	Muy bien.	<i>mwee byehn</i>
Not very well.	No muy bien.	<i>now mwee byehn</i>
So-so.	Así, así.	<i>ah-see, ah-see</i>
Thank you.	Gracias	<i>grah-see-yahs</i>
What's your name?	¿Cómo te llamas tú?	<i>koh-moh teh eah-mahs</i>
My name is _____.	Me llamo _____.	<i>meh eah-moh _____.</i>
Nice to meet you (my pleasure.)	Mucho gusto.	<i>moo-choh goos-toh</i>
Same here.	Igualmente	<i>ee-goo-ahl-mehn-teh</i>
What's the boy's name? What's the girl's name?	¿Cómo se llama el muchacho/ la muchacha?	<i>koh-moh seh eah-mah ehl</i> <i>moo-</i> <i>chah-choh/moo-chah-chah</i>



His/Her name is _____.	Se llama _____.	<i>seh eah-mah</i> _____.
It's a pleasure.	Mucho gusto.	<i>moo-choh goos-toh</i>
Good Morning.	Buenos días	<i>bweh-nohs dee-ahs</i>
Good Afternoon.	Buenas tardes	<i>bweh-nahs tahr-dehs</i>
Buenas tardes	Buenas noches	<i>bweh-nahs noe-chehs</i>
Good-bye.	¡Adiós!	<i>ah-dee-yohs</i>
Until later.	¡Hasta luego!	<i>ahs-tah loo-eh-goh</i>
See you.	¡Nos vemos!	<i>nohs beh-mohs</i>
Welcome	¡Bienvenidos!	<i>bee-ehn-beh-nee-dohs</i>

Note to the teacher:

- *Me llamo* literally means I call myself. *Me* is the object of the verb not the subject. The subject, *yo* is implied in the first person conjugation of the verb *llamar* (llamo). *Se llama* actually means he/she calls himself or herself or you call yourself (formal).
- There are two ways to express *you* in Spanish, the formal (***usted***) and the familiar (***tú***). The formal is used as an indication of respect when addressing elders and people of positions of authority, or when speaking to strangers. The familiar ***tú*** is used when addressing family, friends, and colleagues. In most Spanish speaking countries the plural form of you is ***ustedes***. This is used to address any group of people, close friends, and elders alike. In Spain the plural form of you is ***vosotros*** and ***vosotras***.
- The abbreviations Sr./ Sra./ Srta. stand for ***Se ÷or, Se ÷ora, Se ÷orita***.
- In Spanish, special punctuation is used to warn the reader that the sentence will be either a question or an exclamation. To begin a question, an upside down question mark (***¿***) is used. Similarly, an upside-down exclamation point warns of an exclamation (***¡***).



Songs

Buenos días

(to the tune of "Frère Jacques")
(use thumbs as finger puppets or shake hands with each other)

Buenos días, buenos días,
¿Cómo estás?, ¿Cómo estás?

Estoy muy bien, gracias.
Estoy muy bien, gracias.

Y tú, ¿cómo estás?
Y tú, ¿cómo estás?
(Substitute *Buenas tardes* & *Buenas noche* for *Buenos días*)

Hola Means "Hello"

(to the tune of "London Bridge")

Hola means hello-o-o,
hello-o-o, hello-o-o.
Hola means hello-o-o. ¡Hola, amigos!

Adiós means Good-bye

(to the tune of "London Bridge")

Adiós means goo-ood-bye,
goo-ood-bye,
goo-oo-bye,
goo-ood-bye.

Adiós means goo-ood-bye.
¡Adiós, amigos!

¡Hasta luego!- see you later,
see you later,
see you later.

¡Hasta luego!- see you later.
¡Hasta luego, amigos!

Buenos días a tí

(To the tune of the "Happy Birthday to You")
(Teacher & children can shake hands with each other while singing)

Buenos días a tí.
Buenos días a tí.
Buenos días amigo,
Buenos días a tí.

Buenas tardes a tí,
Buenas tardes a tí,
Buenas tardes amiga,
Buenas tardes a tí.

Buenas noches a tí,
Buenas noches a tí,
Buenas noches amiguito,
Buenas tardes a tí.



¡Hola, Chicos!

(to the tune of "Goodnight Ladies")

¡Hola, chico! ¡Hola, chica!
¡Hola, chicos! ¿Cómo están hoy?

¡Hola, chico! ¡Hola, chica!
¡Hola, chicos! ¿Cómo están hoy?

Adiós a Ustedes

(to the tune of "Happy Birthday to You")

Adiós a ustedes,
Adiós a ustedes,
Adiós, amiguitos,
Adiós a ustedes, adiós,



Vocabulary Cards - Saludos

¡Hola!

¿Cómo estás?

Muy bien.

Gracias

¿Y tú?

Estoy bien.

No muy bien.

Así, así.

¿Cómo te llamas?

Me llamo
_____.



¿Cómo te
llamas?

Me llamo
_____.

Mucho gusto

Igualmente

¿Cómo se llama el
muchacho / la
muchacha?

Se llama
_____.

Buenos días

Buenas tardes

Buenas
noches

Adiós



Vocabulary Cards - Greetings

Hello!

How are you?

Very well.

Thank you.

And you?

I am doing
well.

Not very well.

So, so.

What's your
name?

My name is
_____.



Nice to meet
you.

Same here.

What is his/her
name?

His/her name
is _____.

Good morning.

Good
afternoon.

Good night.

Good-bye.

Until later!

See you.



Putting it together

(Sample conversation- directed to the class)

Teacher: ¡Buenos días, clase!
 Students: ¡Buenos días, Sr./Sra./Srta. _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.

(English)

Teacher: Good Morning, class!
 Students: Good Morning, Ms. _____!
 Teacher: How are you?
 Students: Very well. Thank you and you?
 Teacher: I'm very well. Thank you class!

(Sample conversation- directed to one student & then to the entire class)

Teacher: Hola, ¿Cómo estás?
 Student: Estoy bien. ¿Y Usted?
 Teacher: Muy bien. Gracias.
 Teacher: ¿Cómo te llamas?
 Student: Me llamo _____.
 Teacher: Mucho gusto _____.
 Teacher: Clase, ¿cómo se llama el/la muchacho/a?
 Students: Se llama _____.

(English)

Teacher: Hello, How are you?
 Student: Very well, thank you.
 Teacher: What's your name?
 Student: My name is _____.
 Teacher: It's a pleasure _____.
 Teacher: What the boy's/ girl's name?
 Students: His/ her name is _____?



(Sample conversation between two students or student and teacher)

Student 1- Hola, ¿cómo estás?
 Student 2- Muy bien, gracias, ¿y tú?
 Student 1- Muy bien, gracias.
 Student 1- ¿Cómo te llamas?
 Student 2- Me llamo _____. (name)
 Student 1- Mucho gusto, _____.(name)
 Student 2- Igualmente.
 Student 1- ¡Nos vemos!
 Student 2- ¡Adiós!

(English translation)

Student 1- Hi, how are you?
 Student 2- Very well, thank you, and you?
 Student 1- Very well, thank you.
 Student 1- What's your name?
 Student 2- My name is _____. (name)
 Student 1- Nice to meet you, _____.(name)
 Student 2- The same here
 Student 1- See you!
 Student 2- Bye!

Tips:

1. Try making it a routine to begin and end each Spanish class time using the same greetings and leave takings. Students will quickly acquire some common phrases using the vocabulary.
2. Younger children learn very quickly singing the songs.
3. Have students stand up when you greet them.



Activity Ideas

Activities	Directions	Materials
Greeting	Begin each class with a greeting. Write greetings and illustrate them on a large piece of poster board for students to see.	poster board
Singing Songs	Write down the greetings and songs on a large piece of paper. *	large piece of paper, markers
<i>Buenos días</i> song	Have students shake hands with the person sitting next to them while they are singing.	None
Vocabulary Cards	These can be used as flash cards for the older students.	Scissors to cut cards them with.
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	Scissors and glue
Picture Cues	Cut out and mount pictures depicting people in conversation (or greeting each other). Ask students to tell you in Spanish what they think they are telling each other.	Color pictures from magazines, scissors, glue, poster board.
Sí- No game	Teacher says a greeting and its meaning. If the answer is correct, students say <i>Sí</i> . If it is not, they say <i>No</i> .	None
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game)	Use vocabulary cards and have students arrange them in three rows of three or four rows of four. Teacher calls out the greeting in English or Spanish and students turn the card over when they have 3 or 4 in a row they call out "tres" (three) or "cuatro". (Students turn their cards back) This works best with older students.	Vocabulary cards (already cut out)
<i>Saludos en círculo</i> - game	All students stand in a circle. The teacher throws the ball to one of the students while saying the following: "Buenos días. Me llamo Señora/ Sr. _____ y tú, ¿cómo te llamas?" The student throws back the ball and answers: "Muy bien, gracias, ¿y Usted?" Teacher responds: "Muy bien, gracias _____." (name) The teacher then throws the ball to another student and starts the dialogue once again.	beach ball or other large soft ball



Los números

(The numbers)

0

9

3

2

5

1

7

4

8

6



Los números (Numbers)

Vocabulario

<u>Inglés</u>	<u>Español</u>	<u>Pronunciation</u>
one	uno	oo-noh
two	dos	dose
three	tres	trehs
four	cuatro	kwah-tro
five	cinco	seen-koh
six	seis	sehs
seven	siete	syeh-the
eight	ocho	oh-cho
nine	nueve	nweh-beh
ten	diez	dee-yes
eleven	once	ohn-say
twelve	doce	doh-say
thirteen	trece	treh-say
fourteen	catorce	kah-tor-say
fifteen	quince	keen-say
sixteen	dieciséis	dee-yeh-see-sehs



<u>Inglés</u>	<u>Español</u>	<u>Pronunciación</u>
seventeen	diecisiete	dee-yeh-see-syeh-teh
eighteen	dieciocho	dee-yeh-see-oh-cho
nineteen	diecinueve	dee-yeh-see-nweh-beh
twenty	veinte	behn-the
What number is it?	¿Qué número es?	khe new- meh-roh ehs?
It's the number _____.	Es el número _____.	ehs- ehl- new-meh-rho _____.
Which is bigger number _____ or number _____?	¿Cuál número es más grande el _____ o el _____?	koo-ahl noo-meh-roh ehs mahs grahn-deheh / _____ oh ehl _____?
Which is a smaller number _____ or number _____?	¿Cuál número es más pequeño el número _____ o el número _____?	koo-ahl noo-meh-roh ehs mahs peh-keh-nyoh ehl _____ oh ehl _____?
How many _____ are there?	¿Cuántos _____ hay?	koo-ahn-tohs _____ ah-ee?
There are _____.	Hay _____.	ah-ee _____.

* Teach numbers 1-10 first and then 11-20.



Songs

Diez Deditos

(Ten Little Fingers)
(Sing to “Ten Little Indians” tune)

Uno, dos, tres deditos,
cuatro, cinco, seis deditos,
siete, ocho, nueve deditos,
diez deditos hay.

Diez, nueve, ocho deditos,
siete, seis, cinco deditos,
cuatro, tres, dos deditos,
un dedito hay.

Variation: Substitute the word “*dedito*”
for “*amiguito*”. (little friend)

Note: During the song children begin with their hands close and open them up one finger at a time as they sing the song. Then they go backwards closing their hand slowly one finger at a time until only one finger is left.

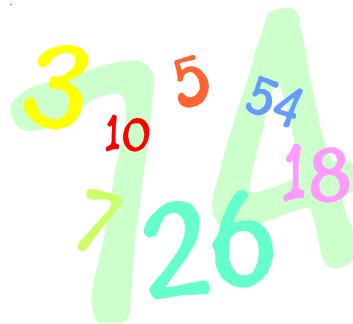
With the words “*amiguito*” I have ten children stand up one at a time until all ten are standing and then sit down one at a time until one remains standing.

Los Números

(The Numbers)
(Sing to “Mexican Hat Dance” tune)
(La Raspa)

Uno 1, dos 2, tres 3,
cuatro 4, cinco 5 y seis 6.
Siete 7, ocho 8, nueve 9,
y no olvides, (don't forget) diez 10.
Once 11, ... doce 12, ...trece 13,catorce 14,
quince 15, dieciséis 16, diecisiete 17,
dieciocho 18, diecinueve 19 y veinte 20.

(Professor Parrot Speaks Spanish “*Somos Amigos*”)



Vocabulary Cards - *Los números*

uno

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

diez



once

doce

trece

catorce

quince

dieciséis

diecisiete

dieciocho

diecinueve

veinte



1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten



11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty



Games

Photocopy and cut Quizmo cards. You may want to copy cards in different colors. Variation: Instead of calling it Quizmo, call it “*tres en raya*” (three in a line). Students call out “tres” instead of Quizmo.

For numbers 1-10

Number Quizmo		
1	7	10
5	8	6
8	3	4

Number Quizmo		
4	2	9
6	5	8
7	3	1



Number Quizmo

5	8	7
3	2	1
9	3	6

Number Quizmo

5	8	7
3	2	1
9	3	6



For numbers 11 - 20

Number Quizmo		
11	15	18
13	14	16
17	20	15

Number Quizmo		
13	17	15
18	20	11
19	14	12



Number Quizmo

19

18

16

15

17

6

13

14

11

Number Quizmo

20

14

11

15

19

13

12

18

16



Other Games

¿Qué Número Falta? (What Number is Missing?)

Use large numbers. Have students close their eyes while you take away one of the numbers (I usually teach numbers 1-10 & 11-20 separate and use them separately on this game) Then ask the question: *¿Qué número falta? (¿keh noo-meh-roh fahl-tah?)* Students then take turns answering: *Falta el número _____* or simply: *El número _____*.

Slap That Number

Using large numbers, place them on the floor. Choose two children to begin playing and hand them each a different color fly swatter. When you call the number in Spanish the first one to slap the correct number wins the round.

Variation of Seven-Up

Assign a number to each student and instead of guessing each student that touched them by their name, they guess using their number. (This works better with older students.)

Hands Off!

This is a chalk board game in which two teams of students compete against each other. The teacher says a word or number in Spanish and one student from each team writes the correct answer and covers the answer with his or her hands. When the the teacher says "HANDS OFF", the students uncover their answers. The students with correct answers receive points. The team with the most points wins.



Los números del 1-10

Numbers 1-10

Me llamo _____

Copy the numbers in Spanish.

uno

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

diez



Los números del 11-20

Numbers 11-20

Me llamo _____.

Copy the numbers in Spanish.

once

doce

trece

catorce

quince

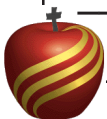
dieciseis

diecisiete

dieciocho

diecinueve


veinte



Los números del 1-20

Numbers 1-20

Write the number in the blank and draw that many things in the box.
The first one has been done for you.

 <p>diez means ___ 10</p>	<p>cinco means _____</p>	<p>tres means _____</p>
<p>cuatro means _____</p>	<p>trece means _____</p>	<p>nueve means _____</p>
<p>catorce means _____</p>	<p>siete means _____</p>	<p>doce means _____</p>
<p>dos means _____</p>	<p>viente means _____</p>	<p>seis means _____</p>



Me llamo _____.

Los números del 1-10

Numbers 1-10

Draw a line from the objects to the numbers in Spanish.



tres



seis



siete



cinco



ocho



nueve



cuatro



dos



diez



uno



Palabras de Números

Number Words

Me llamo _____

Write the number word for each set of objects.















Listen for the numbers 0-10

Me llamo _____

Listen to the words the teacher says.

Circle the number that tells the meaning of the word.

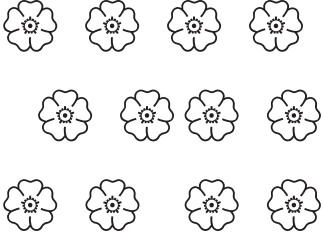
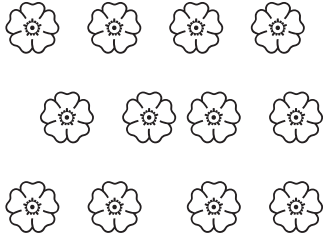
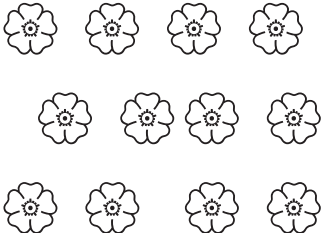
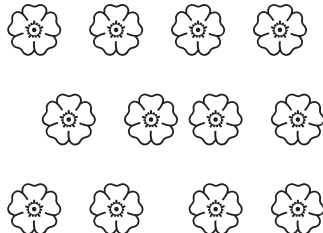
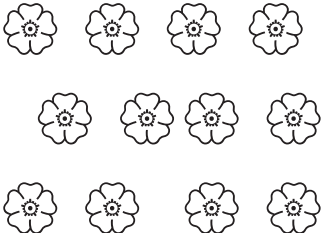
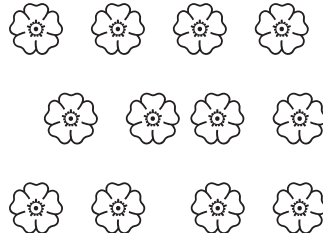
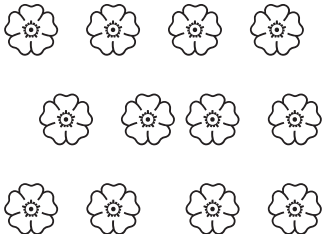
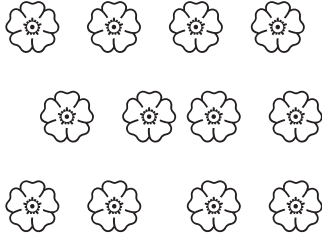
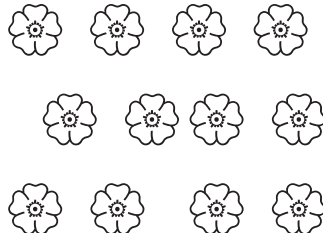
cinco	6	4	5
dos	2	6	3
cuatro	7	5	4
nueve	4	2	9
diez	10	8	7
tres	0	3	5
siete	9	7	1
seis	5	8	6
ocho	1	9	8
uno	3	1	8



Coloring 1-10

Me llamo _____

Color the number of flowers that show the number written in Spanish.

 <p>uno 1</p>	 <p>nueve 9</p>	 <p>tres 3</p>
 <p>seis 6</p>	 <p>diez 10</p>	 <p>cinco 5</p>
 <p>ocho 8</p>	 <p>cuatro 4</p>	 <p>siete 7</p>



Putting it Together

Sample conversation- directed to the class.

(Spanish)

Teacher: ¡Hola, clase!

Students: ¡Hola (Señor/ Señora/ Señorita) _____.

Teacher: Y, ¿Cómo están ustedes?

Students: Muy bien, gracias. ¿Y usted?

Teacher: Yo estoy muy bien gracias, clase.

Teacher: Clase, ¿Qué número es?

Student: Es el número _____.

Teacher: ¿Cuál número es más grande, el _____ o el _____?

Student: El número _____.

Teacher: ¿Cuál es el número más pequeño, el _____ o el _____?

Student: El número _____.

(English)

Teacher: ¡Hello, class!

Students: ¡Hello (Mr./ Mrs./ Miss) _____.

Teacher: And, How are you?

Students: Very well thank you, and you?

Teacher: I am very well, thank you class.

Teacher: Class, What number is this?

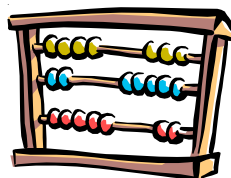
Student: It's the number _____.

Teacher: Which number is bigger _____ or _____?

Student: Number _____.

Teacher: Which number is smaller _____ or _____?

Student: Number _____.



Activities	Directions	Materials Needed
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	scissors cards
Vocabulary Cards - as an activity sheet	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so it looks like a window when you flip it up.	scissors glue
Quizmo Game	Photocopy the quizmo card onto color paper. Laminate it if possible. Play like regular quizmo - using Spanish when calling the numbers.	quizmo cards markers
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game) * For older students	Cut out vocabulary cards. Have students arrange them in three rows of three or four rows of four. Call out the number in English or Spanish. Students turn the card over when hearing the number. When they have 3 or 4 in a row turned over, they call out " <i>tres</i> " (three) or " <i>cuatro</i> " (four).	vocabulary cards
"Pizarras Arriba" (Boards Up)	Using whiteboards and marker have students write the numbers that you call. When you say "pee-sah-rrahs ah-ree-bah", students up their boards up to show their answers. The teacher then acknowledges their work by saying " <i>muy bien, fantastico, excelente,</i> " etc.	small chalkboards chalk or whiteboards markers



Mini Books	To use the mini books, photocopy back to back and cut in half. Fold and insert the middle pages and staple them together. Have students copy the numbers and color them.	scissors pencils crayons
Typical Physical Response (TPR)	Typical Physical Response is a language teaching method in which the children respond using some form of physical response. Example - Have students use their fingers to show a number called in Spanish. Or when learning the numbers, have them jump or do exercises while reciting the numbers.	none
Counting Practice	Count boys, girls, or objects in the classroom.	none



Write the correct number for each word.

_____ tres
_____ siete
_____ nueve
_____ cinco
_____ dos
_____ seis

8

Los Numeros

1 9 7

4 8 3

2 6 10

5

1

nueve

tres

diez
6

cuatro
3



<p>_____</p> <p>uno</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>dos</p> <p>2</p>	<p>Circle the number you hear.</p> <p>8</p> <p>9 5</p> <p>3 6 4 1 2</p> <p>7</p>
<p>_____</p> <p>cinco</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>seis</p> <p>4</p>	<p>_____</p> <p>siete</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>cuatro</p> <p>3</p>



En el salón de clase

(In the classroom)



El salón de clase

The classroom Vocabulario

INGLÉS	ESPAÑOL	PRONUNCIATION
the book	el libro	ehl lee -broh
the pencil	el lapiz	ehl lah -pees
the pen	la pluma	lah pluh -mah
the paper	el papel	ehl pah -pehl
the table	la mesa	lah meh -sah
the chair	la silla	lah see -ya
the desk	el pupitre	ehl poo- pee -treh
the blackboard	la pizarra	lah pee- sah -rah
the chalk	la tiza	lah tee -sah
the flag	la bandera	lah bahn- deh -rah
the clock	el reloj	ehl reh -loh
the globe	el globo	ehl gloh -boh
the map	el mapa	ehl mah -pah
the ruler	la regla	lah reh -glah
the crayon	el crayón	ehl krah -yohn
the calendar	el calendario	ehl cah-lehn- dah -ree-yo
the notebook	el cuaderno	ehl kwah- dehr -noh
the scissors	el tijeras	ehl tee- heh -rahs
Show me _____.	Muéstrame	moo- ehs -trah-meh
Draw	Dibuja	dee- boo -ha



Note to the teacher:

- ◆ In Spanish the translation for the definite article **the** is **el/la (los/las-** plural) and the translation for the indefinite article **a/an** is **un/una** (unos/unas- for plural). When talking about a specific object or person (such as describing something or someone) **el/la/los/las-**is used.
- ◆ English speakers often misuse the word **el papel**. It refers to a piece of paper only. It does not refer to a report, which in English is often called a paper. In Spanish that kind of report is **un informe**. Nor does it refer to the newspaper, which in Spanish is **el periódico**.



Songs

Los objetos de la clase

(to the tune of "Black & White"
by Three Dog Night)

Maestra teacher
y piso floor,
ventana window
y puerta door.

Bandera es flag
y mapa es map
Reloj es clock
Y tiza chalk

Mesa es table
y silla chair,
Alumno student
y cuadrado square.

Libro es book,
triángulo triangle,
Cuaderno notebook
y rectángulo rectangle.

Y así cantamos
esta canción
que nos ayuda
con la lección.

En mi escuela

(to the tune of the "Muffin Man")

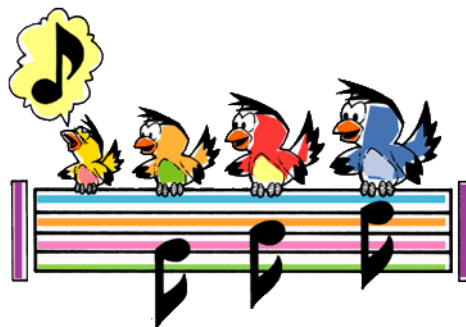
En mi escuela hay una tiza.
Hay una tiza, hay una tiza.
En mi escuela hay una tiza.
Y aquí está.

En mi escuela hay una silla.
Hay una silla, hay una silla.
En mi escuela hay una silla.
Y aquí está.

En mi escuela hay una pluma.
Hay una pluma, hay una pluma.
En mi escuela hay una pluma.
Y aquí está.

En mi escuela hay un pupitre.
Hay un pupitre, hay un pupitre.
En mi escuela hay un pupitre.
Y aquí está.

En mi escuela hay un reloj,
Hay un reloj, hay un reloj.
En mi escuela hay un reloj.
Y aquí está.



More Songs

Classroom Objects Song

(to the tune of the "Farmer in the Dell")

A *silla* is a chair,
a *libro* is a book,
a *mesa* is a table in our classroom.

A *lápiz* is a pencil,
tijeras are scissors,
a *borrador* is an eraser in our classroom.

Ventana is window,
cuaderno is notebook,
papel is paper in our classroom.

A *puerta* is a door,
a *pluma* is a pen,
escritorio is a desk in our classroom.



Vocabulary Cards

Los Objetos de la Clase

el libro

el lápiz

la pluma

el papel

la silla

la mesa

el pupitre

la pizarra



la tiza

la bandera

la regla

el reloj

el globo

el calendario

el mapa

el crayón



Vocabulary Cards

Classroom Objects

the book

the pencil

the pen

the paper

the chair

the table

the desk

**the
chalkboard**



the chalk

the flag

the ruler

the clock

the globe

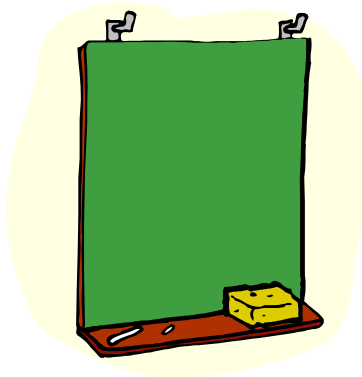
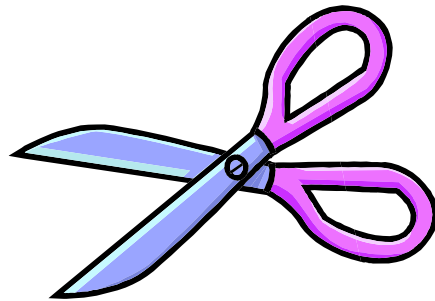
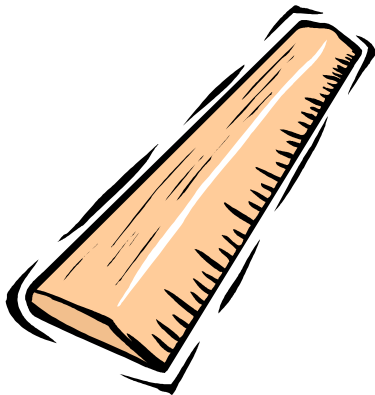
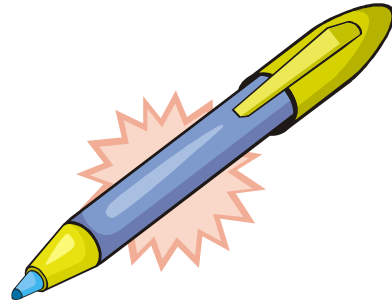
the calendar

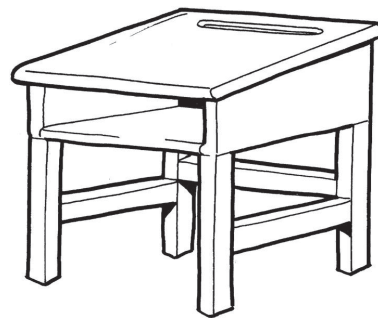
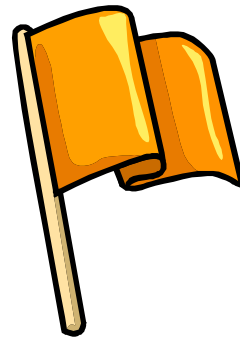
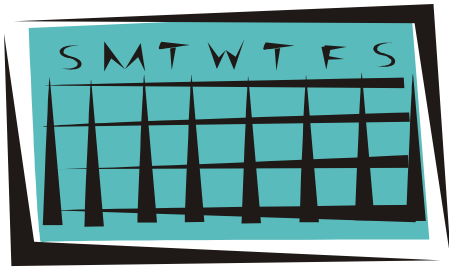
the map

the crayon



Vocabulary Pictures

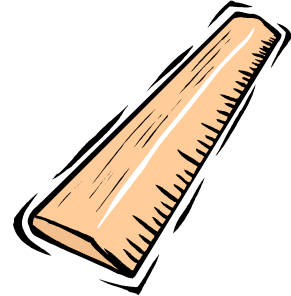




Putting it Together

(Sample conversation- directed to the class)

Teacher: Buenos días, clase!
 Students: Buenos días, Sr./Sra. _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.
 Teacher: Clase, ¿qué es esto?
 Students: Es un _____ or una _____.



(English)

Teacher: Good Morning, class!
 Students: Good Morning, Ms. _____!
 Teacher: How are you?
 Students: Very well. Thank you and you?
 Teacher: I'm very well. Thank you class!
 Teacher: Class, what is this?
 Students: It's the _____.



Teacher: Buenos días, clase!
 Students: Buenos días, Sr./Sra. _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.

(After distributing pictures of items to students, ask them to show the items in the vocabulary list)

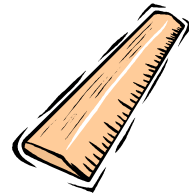
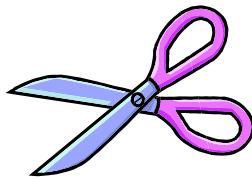
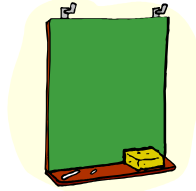
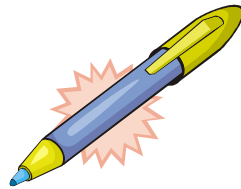
Teacher: Clase muestren (*moo-ehs-trehn*) (show) (el lápiz, la regla, el libro, etc.)
 Students: (Students respond by showing the items asked for.)
 Teacher: Excelente, clase. Ahora (now) muestren.....

Other affirmations: Buen trabajo (*boo-ehn trah-bah-ho*) good job!
 Bien hecho (*bee-ehn eh-choh*) well done!

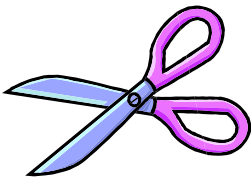
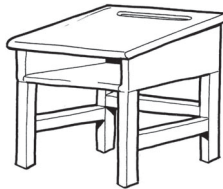


Quizmo

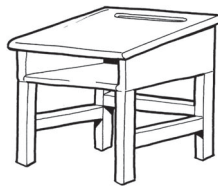
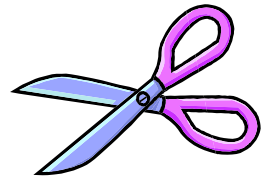
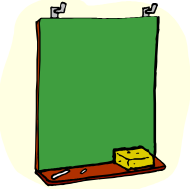
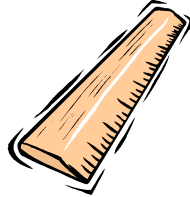
El salón de clase



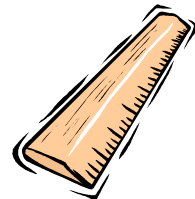
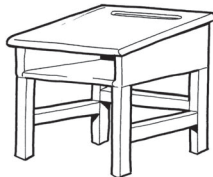
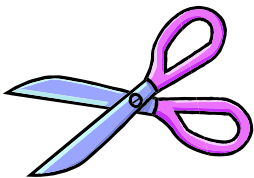
El salón de clase



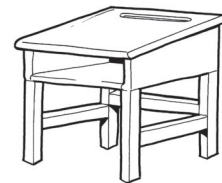
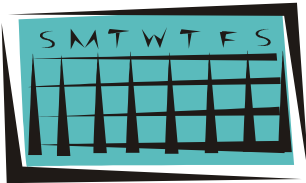
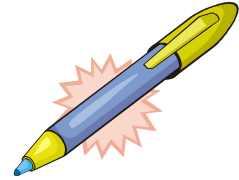
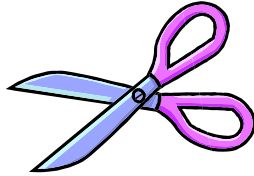
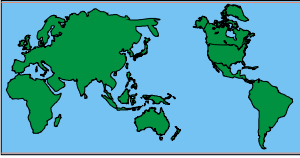
El salón de clase



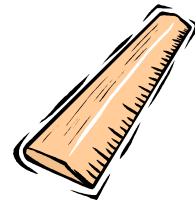
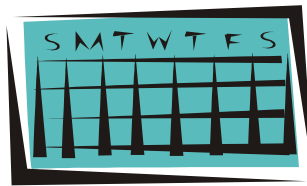
El salón de clase



El salón de clase



El salón de clase



El salón de clase

El salón de clase

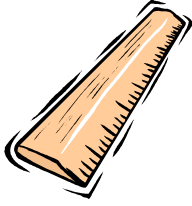
		
		
		



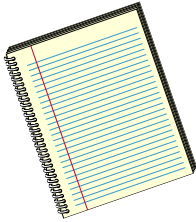
Nombre _____

Fecha _____

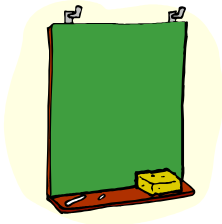
Match the pictures with their Spanish names.



pizarra



libro



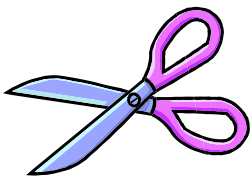
lápiz



regla



cuaderno



tijeras



Los objetos de la clase

Me llamo _____

Fecha _____

Directions: Copy the names of the classroom objects.

el libro

el lápiz

el papel

la pluma

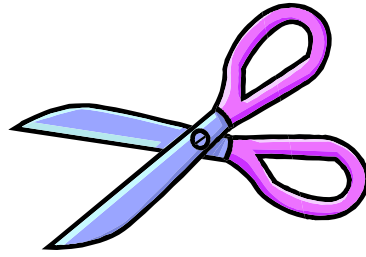
la silla

la mesa

el pupitre

la pizarra





la tiza

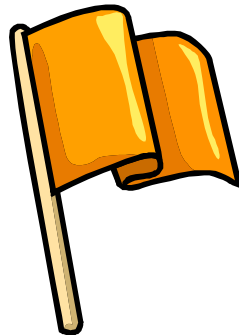
la bandera

el reloj

el globo

la regla

el calendario



Los objetos de la clase

Me llamo _____ Fecha _____

Directions: Write down what each name means in English and then draw a picture in the box.

<i>libro</i> means _____		<i>pupitre</i> means _____	
<i>lápiz</i> means _____		<i>pizarra</i> means _____	
<i>pluma</i> means _____		<i>tiza</i> means _____	
<i>papel</i> means _____		<i>bandera</i> means _____	
<i>mesa</i> means _____		<i>reloj</i> means _____	
<i>silla</i> means _____		<i>globo</i> means _____	

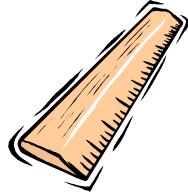


La Escuela

Nombre _____

Fecha _____

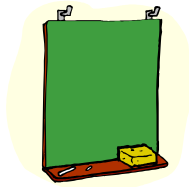
Directions: Read the word. Say it aloud. Write the word and say it again as you write it.



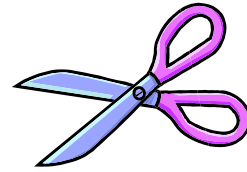
la regla
(reh-glah) _____



la pluma
(plooh-mah) _____



la pizarra
(pee-sah-rrah) _____



las tijeras
(tee-heh-rahs) _____



el lápiz
(lah-pees) _____



el crayón
(krah-yohn) _____



el libro
(lee-broh) _____



la tiza
(tee-sah) _____



Cosas en la Escuela

Things in School

Me Llamo _____ Fecha _____

Directions: Draw a picture for each word.

el lápiz

el papel

la pizarra

la tiza

el crayón

la regla

el libro

la bandera

el globo

la pluma



Los Objetos de la Casa

el crayón



la pluma



las tijeras



el lápiz



la tiza



la regla



Dibuja tu objeto de la clase favorita.
(Draw your favorite classroom object.)

8

Mi nombre es



1

Dibuja un libro.

2

Dibuja un lápiz.

7



Dibuja una tiza.

2

Dibuja unas tijeras.

7

Dibuja una pluma.

4

Dibuja un crayón.

2

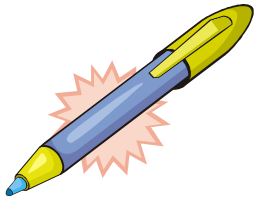


Instructional Activities



ACTIVITIES	DIRECTIONS	MATERIALS
Singing Songs	Write down the words of the song on a large piece of paper. * Try singing a song each class.	large piece of paper markers
Quizmo Cards	Copy and laminate (if possible.) Play like regular Quizmo or use variations suggested.	quizmo cards
Bulletin Board	Collect pictures or objects representing the different classroom objects and post them with the words on the board.	pictures of classroom objects
Vocabulary Cards	Copy and cut vocabulary cards so each student has a set.	scissors vocabulary cards
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	scissors glue





More Activities

Spanish Bee	Have students give the meaning of classroom object words that the teacher calls out in Spanish.	List of vocabulary words
<i>Si o No</i> game	Teacher shows an object and makes true or false statements about the pictures. Example: " <i>Es un libro. Es una tiza.</i> " If the answer is correct, students say <i>Sí</i> . If it is not, they say <i>No</i> .	Classroom objects
¿Que es? game (What is it?)	One student guides a blindfolded student to a classroom object (from vocabulary list.) The blindfolded person must identify the object in Spanish. The student will say: <i>Es un/ una (a) _____</i> .	blindfold for each team of students
Hands Off! game	Students write the English (or Spanish) word for the classroom object named by the teacher.	List of classroom vocabulary.
Classroom Objects Pictures	Use picture cards to ask students to show you if they understand the Spanish vocabulary. Say " <i>Muestrenme el libro, el crayón, la tiza, la pizarra.</i> "	pictures of classroom objects
Mini Books	Photocopy back to back and assemble. Have children draw the objects mentioned.	Copies of mini books



More Games!

¿Qué falta? (What's missing?)

Use pictures or classroom objects. Lay them on a table or on the floor. Have students close their eyes while you take away one of the objects. Then ask the question: *¿Qué falta?* (*¿keh fahl-tah?*) Students then take turns answering: *Falta el _____*.

Slap That Object

Place pictures or classroom objects on the floor.. Choose two children to begin playing and hand them each a different color fly swatter. When you call the color in Spanish, the first one to hit the correct object wins the round.

Hands Off! Game

Hands off is a chalkboard game in which two teams of students compete against each other. The teacher says a word in Spanish and one student from each team writes the correct answer with his/ her hands. When the teacher says, "Hands off," the students uncover their answers. The students with correct answers receive points. The team with the most points at the end of the game wins.

Object Cake Walk

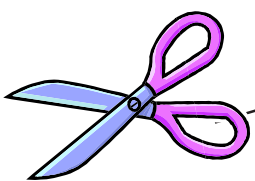
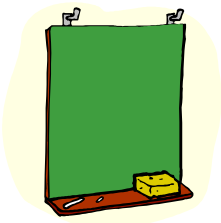
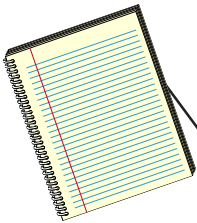
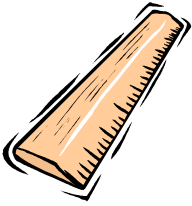
Place classroom objects in a circle on the floor. Have equal number of children as objects stand in front of each one. Play some music. Have children go around the circle and when the music stops, they stop walking. Call an object. Whoever is standing in front of the object has to sit down. The last person standing is the winner.



Nombre KEY

Date _____

Match the names of the objects in Spanish and the pictures.



pizarra

libro

lápiz

regla

cuaderno

tijeras



Los objetos de la clase

Me llamo KEY

Date _____

Directions: Copy the names of the classroom objects.



el libro

el lápiz

el libro

el lápiz

el papel

la pluma

el papel

la pluma

la silla

la mesa

la silla

la mesa

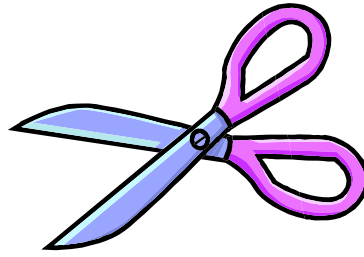
el pupitre

la pizarra

el pupitre

la pizarra





la tiza

la bandera

la tiza

la bandera

el reloj

el globo

el reloj

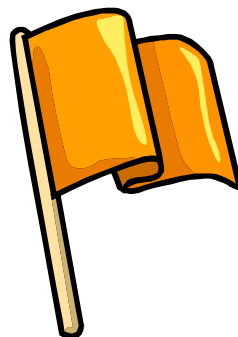
el globo

la regla

el calendario

la regla


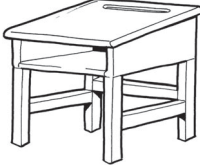

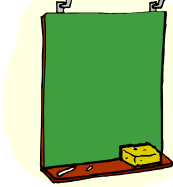
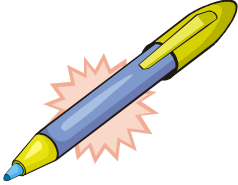







el calendario



Los objetos de la clase

Me llamo KEY Date _____

Directions: Write down what each name means in English and then draw a picture in the box.

<p><i>libro</i> means <u>book</u></p>		<p><i>pupitre</i> means _____</p>	
<p><i>lápiz</i> means _____</p>		<p><i>pizarra</i> means _____</p>	
<p><i>pluma</i> means _____</p>		<p><i>tiza</i> means _____</p>	
<p><i>papel</i> means _____</p>		<p><i>bandera</i> means _____</p>	
<p><i>mesa</i> means _____</p>		<p><i>reloj</i> means _____</p>	
<p><i>silla</i> means _____</p>		<p><i>globo</i> means _____</p>	

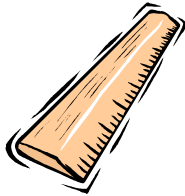


La Escuela

Nombre Key

Date _____

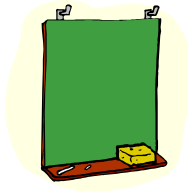
Directions: Read the word. Say it aloud. Write the word and say it again as you write it.



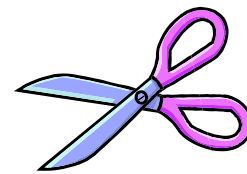
la regla
(reh-glah) la regla



la pluma
(ploo-mah) la pluma



la pizarra
(pee-sah-rrah) la pizarra



las tijeras
(tee-heh-rahs) las tijeras



el lápiz
(lah-pees) el lápiz



el crayón
(krah-yohn) el crayón



el libro
(lee-broh) el libro



la tiza
(tee-sah) la tiza



Cosas en al Escuela

Things in School

Me Llamo KEY Date _____

Directions: Draw a picture for each word.

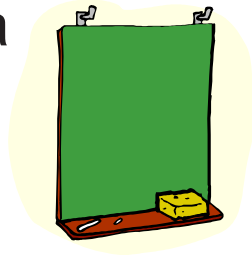
el lápiz



el papel



la pizarra



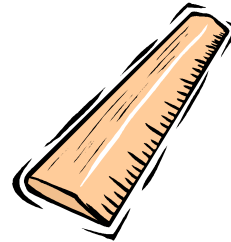
la tiza



el crayón



la regla



el libro



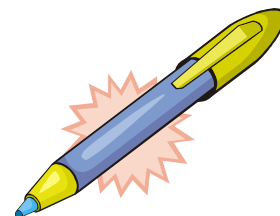
la bandera



el globo

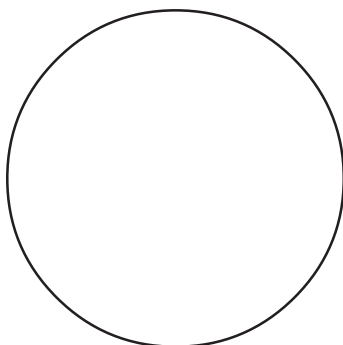
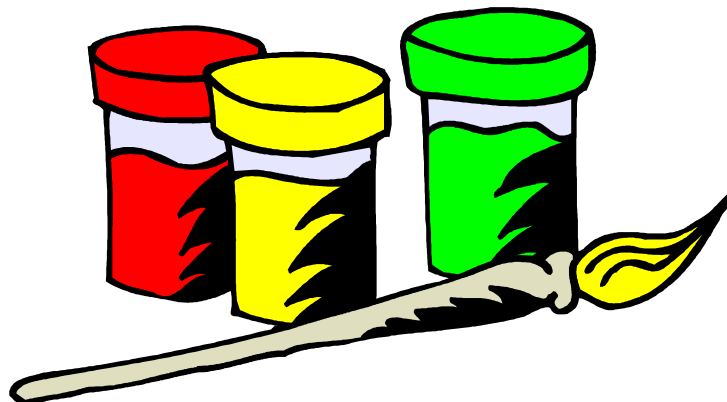


la pluma

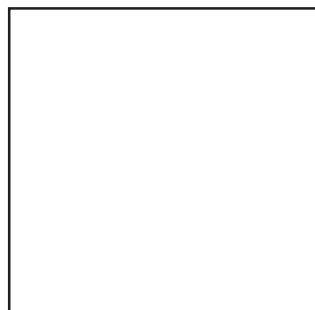


Colores y Formas

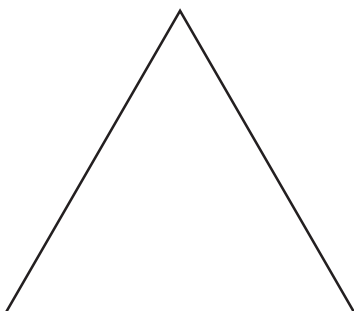
Colors & Shapes



círculo



cuadrado



triángulo



rectángulo



Colores y Formas

Colors and Shapes

Vocabulario

INGLÉS	ESPAÑOL	PRONUNCIATION
red	rojo/a	roh-gho/roh-jha
green	verde	behr-deh
orange	anaranjado/a	ah-nah-rah-n-ghah-doe/dah
yellow	amarillo/a	ah-mah-ree-yo
blue	azul	ah-sool
purple	violeta; morado/a	vee-oh-leh-ta; moh-rah-doe
black	negro/a	neh-groh/ neh-grah
white	blanco/a	blahn-koh/ blahn-kah
pink	rosado/a	roh-sah-doe/ roh-sah-da
brown	color café / marrón	koh-lore kah-feh/mah-rrohn
What color is it?	¿Qué color es?	keh koh-lore ehs
It's _____.	Es _____.	ehs _____.
the triangle	el triángulo	tree-ahn-guh-loe



More Vocabulary

INGLÉS	ESPAÑOL	PRONUNCIATION
the square	el cuadrado	kuah-drah-doe
the rectangle	el rectángulo	rehk-tahn-gooh-loe
the circle	el círculo	seer-kuh-loe
small	pequeño	peh-keh-nyo
big	grande	grahn-deh
What is this?	¿Qué es esto?	keh-ehs-ehstoh
It's a _____.	Es un _____.	hes-uhn _____
What's your favorite color?	¿Cuál es tu color favorito?	koo-ahl ehs too koh-lohr fah-boh-ree-toh
My favorite color is _____.	Mi color favorito es _____.	mee koh-lohr fah-boh-ree-toh ehs _____.



ENGLISH	TO THE CLASS	TO ONE STUDENT	PRONUNCIATION
Show me	Muestrenme	Muestrame	moo-ehs-trehn-meh/m-oo-ehs-trah-meh
Example: Show me the red circle	Muestrenme el circulo rojo.	Muestrame el circulo rojo.	moo-ehs-trehn ehl seer-kuh-loe roh-gho/roh-gho
Touch	Toquen	Toca	toh-kehn/ toh-kah
Example: Touch the blue triangle.	Toquen el triangulo azul.	Toca el triangulo azul.	toh-kehn/ toh-kah ehl tree-ahn-guh-loe.

Note to Teacher:

- * Using commands involves students in a physical type of response. This also provides the teacher with a quick form of assessment. Use the commands as a form of review before playing games. Ex. Touch the red circle.
- * The question **¿De qué color es?** Literally asks of what color is it? In English we have shortened the question to, What color is it?
- * When colors are used as adjectives in Spanish, the gender of the color must agree with the gender of the noun being described. Using **el sombrero amarillo** as an example, **sombrero** is masculine, so **amarillo** must also be masculine. If you were to translate yellow house into Spanish, it would be **la casa amarilla**, because casa is feminine.
- * Colors that end in consonants can be used with both masculine and feminine nouns without changing their spellings: **el sombrero azul** (the blue hat); **la casa azul** (the blue house).

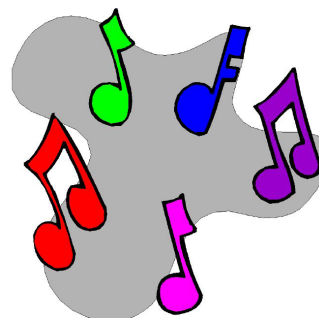


Songs

The Colors Song

(Sing to the tune of “Twinkle, Twinkle, Little Star”)

Red is rojo; green is verde;
purple, morado; brown, marrón;
yellow, amarillo; blue, azul;
pink, rosado; orange, anaranjado;
white is blanco; black is negro;
colors, colores; colors, colores.



Los Colores del Arco Iris

(The colors of the Rainbow)
(Sing to the tune of “Cielito Lindo’s” chorus)

Ay, ay, ay, ay,
Los colores del arco iris,
amarrillo, verde,
rosa, azul,
violeta, anaranjado
y rojo.
(Repeat twice)

Professor Parrot Speaks Spanish
Somos Amigos



Los Colores y las Formas

Vocabulary Cards

rojo

blanco

azul

anaranjado

verde

morado

negro

amarillo



rosado

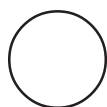
marrón



rectángulo



cuadrado



círculo



triángulo

grande

pequeño



red

white

blue

orange

green

purple

black

yellow



pink

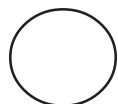
brown



rectangle



square



circle



triangle

big

small



Games to Play

Photocopy and cut Quizmo cards. You may even color each box for the younger grades. Variation: Instead of calling it Quizmo, I call it “tres en raya” (three in a line) and students call out “tres” instead of Quizmo.

Variations:

Besides the traditional Quizmo game, try four corners, or forming the letter X, the letter T, I, or four in a square.

(You may use this blank Quizmo card to create your own game. Ideas: Children can color squares to create their own cards. Also they can draw shapes of different colors and sizes)

<h2>Tres en Raya</h2>		



Color Quizmo

rojo	negro	azul
verde	blanco	morado
rosado	anaranjado	amarillo

Color Quizmo

verde	azul	marrón
rojo	morado	amarillo
anaranjado	blanco	negro



Color Quizmo




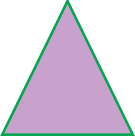


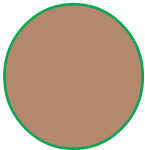


rosado	anaranjado	blanco
verde	azul	morado
negro	amarillo	rojo

Color Quizmo





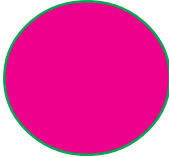
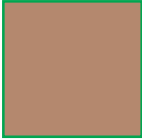
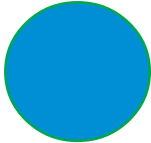


amarillo	negro	verde
azul	rojo	rosado
blanco	morado	anaranjado



Las Formas

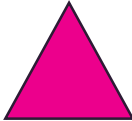
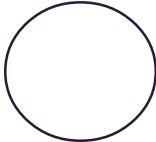


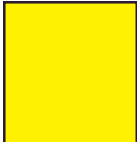
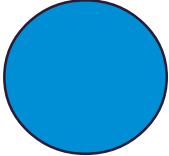

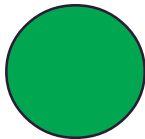

		
		
		

Las Formas


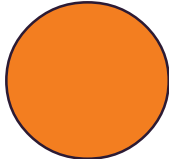
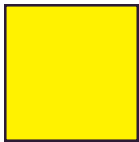



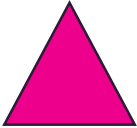
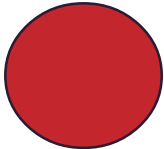

		
		
		



Las Formas

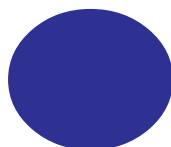
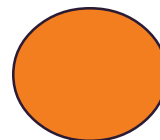
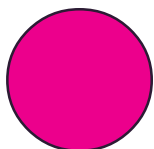
		
		
		

Las Formas

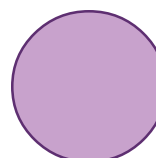
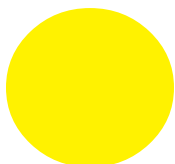
		
		
		



Las Formas



Las Formas



Las Formas Quizmo

Shape Quizmo can be played like regular Quizmo. This will be a good review. All you have to do is call the shapes and colors in Spanish:

Example: rectángulo rojo* (red rectangle)
 círculo verde (green circle)
 cuadrado azul (blue square)
 triángulo anaranjado (orange triangle)

(*In Spanish the name of the color goes last.)

Other Games:

¿Qué color falta?

(What color's missing?)

Lay down pieces of colored construction paper. Have students close their eyes while you take away one of the colors away. Then ask the question:

¿Qué color falta? (*¿keh koh-lohr fahl-tah?*) Students then take turns answering: *Falta el _____* (rojo, amarillo...).

Slap that color

Place pieces of colored construction paper on the floor. Choose two children to begin playing and hand them each a different color fly swatter to each child. When you call the color in Spanish the first one to hit it the correct color wins the round.

Color cake walk

Place colored construction paper or objects of different colors in a circle. Have equal number of children as colors stand in front of each color. Play some music. Have children go around the circle and when the music stops, they stop walking. Call a color. Whoever is standing in front of the color has to sit down. The last person standing is the winner.

Estoy Pensando

(I'm thinking)

Using vocabulary cards, small pieces of colored construction paper (or colored shapes), have a child choose one and hide it behind his back. The child begin the game by saying "*Estoy pensando en un color*" (*ehs-toy pehn-sahn-doh ehn oohn koh-lohr*) (I'm thinking about a color) The children then guess- "*¿Es rojo?*" "*¿Es verde?*" and the student leader answers "*Sí or No*" until the correct color is guessed. The person who guesses then has the chance to come and choose another color.



More advanced games with colored shapes

The leader says “**Estoy pensando en una forma**” (*ehs-toy pehn-sahn-doh ehn ooh-nah fohr-mah*) The children guess **¿Es un círculo rojo? ¿Es un cuadrado verde?** and so on and the person who guesses correctly then has a chance to come up front and choose another shape.

Tres en Raya con las Formas

Cut out large and small shapes out of colored construction paper. Have students place them in three rows to three with an empty space in the middle. The teacher calls out “**triángulo grande or cuadrado pequeño**” and the students turn that shape over.

More advanced: When calling out the shapes use the colors as well as the shapes.

Example: **el círculo pequeño amarillo. El cuadrado grande rojo.**

Note: Always place the color before the shape. Ex. **triángulo azul, círculo verde.**

Podemos Contar

(We can count)

Students can practice numbers as well as learn their classmates names in this game. All you need is a large ball.

One player bounces the ball, counting to any number he or she chooses, once for each bounce. The other children count with him or her. Sometime during the count, (ex. *uno, dos, tres*) the player calls another player, “*Marta*” for example, and tosses the ball to her. The child who catches the ball must say, “*Hola, me llamo Marta.*” Then she bounces the ball and continues counting (ex. *cuatro, cinco, seis, siete ...*) (from the number where the other student stopped), accompanied by others. In order for each child to have a turn, each player may be limited to ten bounces, after which he or she must throw the ball to someone else.



Los colores

The Colors

Me llamo _____ Date _____

Directions: Copy the colors in Spanish using colored pencils. Use the correct colored pencil for each color.

azul

amarillo

blanco

anaranjado

rojo

verde

morado

rosado

negro

marrón



Los colores

The Colors

Me llamo KEY Date _____

Directions: Copy the colors in Spanish using colored pencils. Use the correct color pencil for each color.

azul

_____ *azul* _____

amarillo

_____ *amarillo* _____

blanco

_____ *blanco* _____

anaranjado

_____ *anaranjado* _____

rojo

_____ *rojo* _____

verde

_____ *verde* _____

morado

_____ *morado* _____

rosado

_____ *rosado* _____

negro

_____ *negro* _____

marrón

_____ *marrón* _____



Los colores

The Colors

Me llamo _____ Date _____

Directions: Draw a line from the picture to the name of the color.



rojo



azul



amarillo



marrón



anaranjado



verde

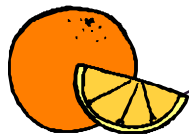
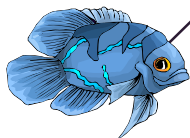


Los colores

The Colors

Me llamo KEY Date _____

Directions: Draw a line from the picture to the name of the color.



rojo

azul

amarillo

marrón

anaranjado




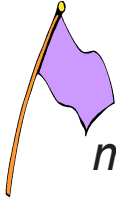





verde



Los Colores

Me llamo _____ Date _____

Directions: Write the English word for the Spanish color listed. Use the words at the bottom to help you.

 <p><i>rojo</i> means _____</p>	 <p><i>verde</i> means _____</p>	 <p><i>amarillo</i> means _____</p>
 <p><i>morado</i> means _____</p>	 <p><i>azul</i> means _____</p>	 <p><i>blanco</i> means _____</p>
 <p><i>marrón</i> means _____</p>	 <p><i>anaranjado</i> means _____</p>	 <p><i>rosado</i> means _____</p>

Which color isn't used? _____




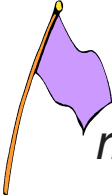
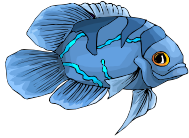




white red orange green pink
blue yellow brown black purple



Los Colores

Me llamo Key Date _____

Directions: Write the English word for the Spanish color listed. Use the words at the bottom to help you.

 <p><i>rojo</i> means _____red_____</p>	 <p><i>verde</i> means _____green_____</p>	 <p><i>amarillo</i> means _____yellow_____</p>
 <p><i>morado</i> means _____purple_____</p>	 <p><i>azul</i> means _____blue_____</p>	 <p><i>blanco</i> means _____white_____</p>
 <p><i>marrón</i> means _____brown_____</p>	 <p><i>anaranjado</i> means _____orange_____</p>	 <p><i>rosado</i> means _____pink_____</p>

Which color isn't used? _____Black_____









white red orange green pink
blue yellow brown black purple



Las Formas

Me llamo _____ Date _____

Directions: Write the number of the statement that you hear under the correct shape and then color each shape.

1.			2.		
	_____	_____		_____	_____
3.			4.		
	_____	_____		_____	_____

(Teacher reads the following statements)









1. El cuadrado pequeZo es verde.
2. El triángulo grande es anaranjado.
3. El círculo pequeZo es rosado.
4. El rectángulo grande es amarillo.
5. El triángulo pequeZo es marrón.
6. El círculo grande es rojo.
7. El cuadrado grande es azul.
8. El retángulo pequeZo es morado.



Las Formas

Me llamo KEY Date _____

Directions: Write the number of the statement that you hear under the correct shape and then color each shape.

1.			2.		
	<u>6</u>	<u>3</u>		<u>7</u>	<u>1</u>
3.			4.		
	<u>2</u>	<u>5</u>		<u>4</u>	<u>8</u>

(Teacher reads the following statements)

1. El cuadrado pequeZo es verde.
2. El triángulo grande es anaranjado.
3. El círculo pequeZo es rosado.
4. El rectángulo grande es amarillo.
5. El triángulo pequeZo es marrón.
6. El círculo grande es rojo.
7. El cuadrado grande es azul.
8. El retángulo pequeZo es morado.



Putting it Together

(Sample conversation- directed to the class)

Teacher: Hola, clase!
 Students: Hola, Señora/Señorita/Señor _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.
 Teacher: Clase, ¿qué color es?
 Students: Es _____.

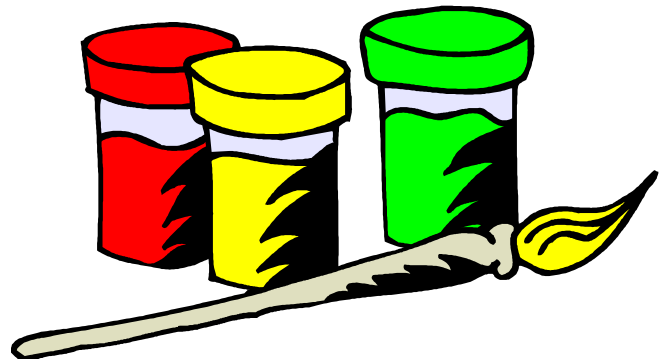
(Sample conversation- directed to one student)

Teacher: (Tommy) ¿Qué color es?
 Student: Es _____.
 Teacher: ¿Cuál es tu color favorito (*fah-boh-ree-toh*)?
 Student: Mi color favorito es _____.

(English translation)

(Sample conversation- directed to the class)

Teacher: Hello, class!
 Students: Hello, Mrs./ Ms. /Mr. _____!
 Teacher: How are you?
 Students: Very well thanks, and you.?
 Teacher: I'm very well. Thank you, class.
 Teacher: Class, what color is it?
 Students: It's _____.



(Sample conversation- directed to one student)

Teacher: (Tommy) What color is it?
 Student: It's _____.
 Teacher: What's your favorite color?
 Student: My favorite color is _____.

(Sample conversation- directed to the class)

Teacher: Clase, ¿el cuadrado es grande o pequeño?
 Students: Es grande/ pequeño.*
 Teacher: El cuadrado es rojo o verde?
 Students: Es rojo.*

(English translation)

Teacher: Class is the square large or small?
 Students: It's large/ small.
 Teacher: Is the square red or green.
 Students: It's green.*
 (you can use any size or color)



Los Colores y las Formas



círculo



cuadrado



triángulo



rectángulo

Mi nombre es

Dibuja un objeto en tu color favorito.
(Draw an object in your favorite color.)

8

1

Dibuja un cuadrado rojo grande.
(Draw a large red square.)

6

Dibuja un círculo morado pequeño.
(Draw a small purple circle.)

3



Instructional Activities

Activities	Directions	Materials
Singing Songs	Write down the words of the song on a large piece of paper. Try singing a color song each class.	large piece of paper markers
Quizmo Cards	Copy and laminate (if possible). Play like regular Quizmo or use variations suggested.	Quizmo cards
Bulletin Board	Collect pictures representing the different colors and post them with the words on the bulletin board.	colored pictures
Vocabulary Cards	Copy and cut vocabulary cards so each student has a set. Use to play games.	scissors to cut cards
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	scissors glue
<i>"Tres en Raya"</i> or <i>"Cuatro en Raya"</i> (3 or 4 in a row game)	Use vocabulary cards and have students arrange them in three rows of three or four rows of four. Teacher calls out the color in Spanish. or English (using the Spanish voc. cards). Students turn the card over. When they have 3 or 4 in a row they call out <i>"tres"</i> (three) or <i>"cuatro."</i>	Vocabulary cards

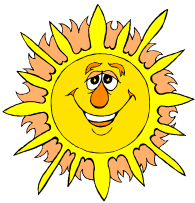
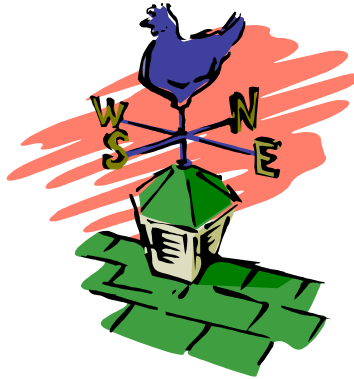


ACTIVITIES	DIRECTIONS	MATERIALS
Spanish Bee	Have students give the meaning of color words that the teacher calls out in Spanish.	list of vocabulary
Teaching " <i>grande & pequeño</i> " with shapes	Cut out shapes in large and small sizes. Use construction paper of all colors available and laminate for durability. Make statements like: <i>¿Es un triángulo grande o pequeño?</i> Students answer : <i>Es grande or es pequeño.</i> You can also use shapes with the <i>Sí o No</i> game that follows.	large and small colored shapes
<i>Sí o No game</i>	Teacher shows a color and makes true or false statements about the pictures. Example: " <i>Es verde. Es un triángulo.</i> " If the answer is correct students say <i>Sí</i> . If it is not, they say <i>No</i> .	color shapes
Shapes	Use shapes to ask the students to show you if they understand the Spanish vocabulary. Say " <i>Muestranme el cuadrado, el triángulo, el círculo, el rectángulo.</i> "	shapes
Colors	Use the crayons to ask: " <i>Muestranme el color rojo, azul.</i> " and so on.	Crayons
Mini Books	Copy back to back. Assemble. Have children color and do the exercises.	Copies of mini books



El tiempo y las estaciones

(The weather and the seasons)



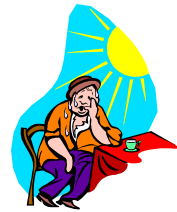
Hace sol.



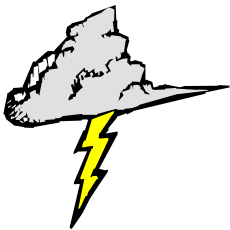
Hace frío.



Hace viento.



Hace calor.



Hace mal tiempo.



Nieva.



Llueve.



Está nublado.



El tiempo y las estaciones

(The weather and the seasons)

Vocabulario

<u>Inglés</u>	<u>EspaZol</u>	<u>Pronunciation</u>
It's cold.	Hace frío	ah-say free-yoh
It's hot.	Hace calor	ah-say kah-lore
It's sunny.	Hace sol	ah-say sohl
It's cool.	Hace fresco	ah-say frehs-koh
It's windy.	Hace viento	ah-say byen-toe
It's good weather.	Hace mal tiempo	ah-say malh tyem-poh
It's bad weather.	Hace buen tiempo	ah-say bwehn tyem-poh
It's cloudy.	Esta nublado	ehs-tah noo-blah-doh
It rains.	Llueve	jweh-bay
It snows.	Nieva	nyeh-bah
What's the weather like?	¿Qué tiempo hace?	keh- tyem-poh ah-say
What's the weather like in the _____?	¿Qué tiempo hace en _____?	keh- tyem-poh ah-say ehh _____ (season)
It's _____.	Hace _____. Está _____.	ah-say _____ or ehs-tah _____.
The seasons	Las estaciones	lahs ehs-tah-cioh nehs
Spring	La primavera	lah pree-mah-beh-ra
Summer	El verano	el beh-rah-no
Fall	El otoño	el oh-toh-nyo
Winter	El invierno	el een-byehr-no



Note to the teacher:

- The verb **hacer** (*to make, to do*) is used to express most weather conditions in Spanish.
- The phrases like **hace sol** and **hace viento** are literally translated as *it makes sun* and *it makes wind*. We don't use that particular structure in English; we translate the phrases as *it's sunny* and *it's windy*.
- Optional: You might want to tell the children about the different weather and opposite seasons (to U.S.) in South America. Example: Children in Chile and Argentina go to the beach in December and January and go skiing during our summer months.



Songs

¿Qué tiempo hace?

(What's the weather like?)

(Sing to the tune of "Are You Sleeping?")

¿Qué tiempo hace? ¿Qué tiempo hace?
 ¿Sabes tú? ¿Sabes tú?
 Hoy hace sol y hace calor.
 Hace buen tiempo. Hace buen tiempo.

¿Qué tiempo hace? ¿Qué tiempo hace?
 ¿Sabes tú? ¿Sabes tú?
 Hoy está nublado y hace frío.
 Hace mal tiempo. Hace mal tiempo.

(English)

(What's the weather like?)

What's the weather like? What's the weather like?
 Do you know? Do you know?
 Today is sunny and hot.
 It's good weather. It's good weather.

What's the weather like? What's the weather like?
 Do you know? Do you know?
 Today is cloudy and cold.
 It's bad weather. It's bad weather.



Vocabulary Cards

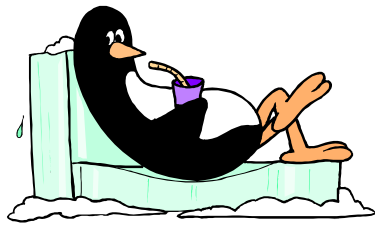
El tiempo



Hace frío.



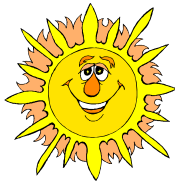
Hace calor.



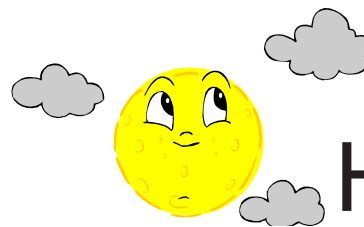
Hace fresco.



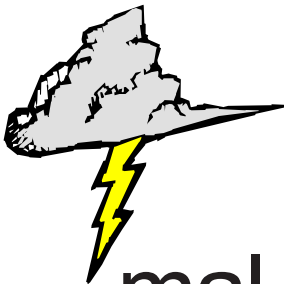
Hace viento.



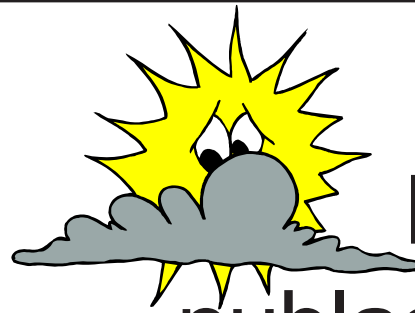
Hace sol.



Hace
buen tiempo.



Hace
mal tiempo.



Está
nublado.



Nieva



Llueve



¿Qué tiempo
hace?

Las
Estaciones

La
primavera



El verano



El otoño



El invierno



Vocabulary Cards

Weather

It's cold.

It's hot.

It's cool.

It's windy.

It's sunny.

It's good
weather.

It's bad
weather.

It's cloudy.



<p>It snows.</p>	<p>It rains.</p>
<p>What's the weather like?</p>	<p>The seasons</p>
<p>Spring</p>	<p>Summer</p>
<p>Fall</p>	<p>Winter</p>



Putting it Together

(Sample conversation- directed to the class)

- Teacher: Buenos días, clase.
 Students: Buenos días, (Señora, señorita, señor) _____.
 Teacher: Clase, ¿qué tiempo hace hoy?
 Students: Hace _____.
 Teacher: Y ¿qué tiempo hace en la primavera (el verano / el otoño/ el invierno)?
 Students: Hace _____.
 Teacher: Muy bien.

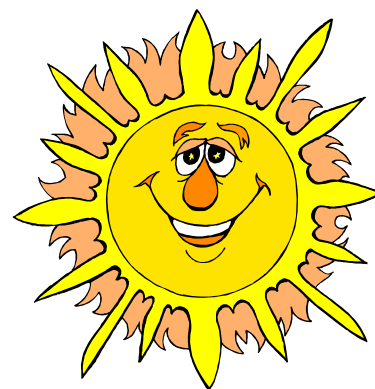
English translation:

(Sample conversation- directed to the class)

- Teacher: Good Morning class.
 Students: Good Morning, Mrs., Miss, Mr. _____.
 Teacher: Class, What's the weather like today?
 Students: It is _____.
 Teacher: And what's the weather like in the spring, (summer, fall, winter)?
 Students: It is _____.
 Teacher: Well done!

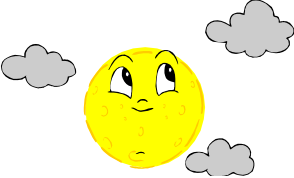


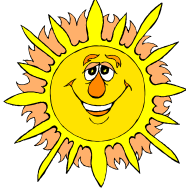





(Sample conversation- directed to the class)

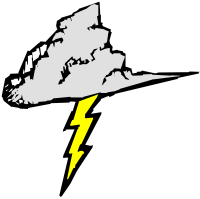


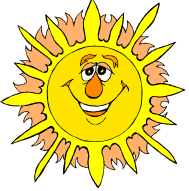





- Teacher: Buenos días, Sara.
 Students: Buenos días, (Señora, señorita, señor) _____.
 Teacher: Sara, ¿qué tiempo hace hoy?
 Students: Hace _____.
 Teacher: Y ¿qué tiempo hace en la primavera (el verano / otoño/ el invierno)?
 Students: Hace _____.
 Teacher: Muy bien, Sara.



Games





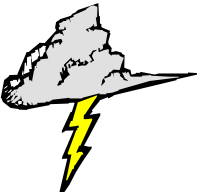
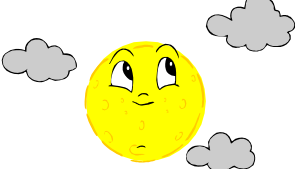
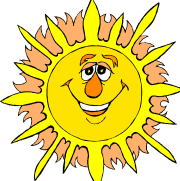


Copy and cut Quizmo cards. Copy cards in different colors . Variation: Instead of calling it Quizmo, call it “tres en raya” (three in a line). Students call out “tres” instead of Quizmo.

Weather Quizmo		
		
		
		









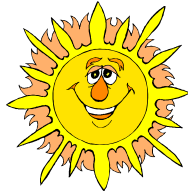
Weather Quizmo		
		
		
		



Weather Quizmo






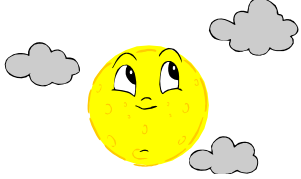



		
		
		

Weather Quizmo



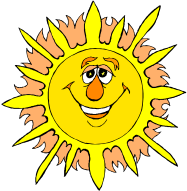



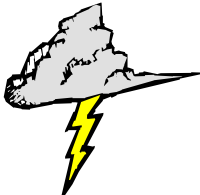


		
		
		



Weather Quizmo




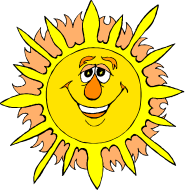
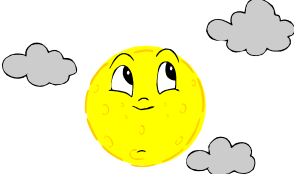

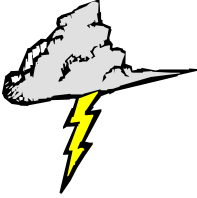


		
		
		

Weather Quizmo


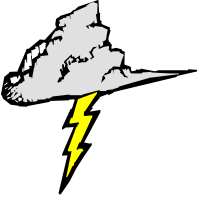





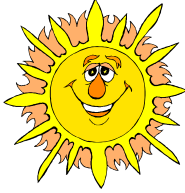

		
		
		



Weather Quizmo

Weather Quizmo

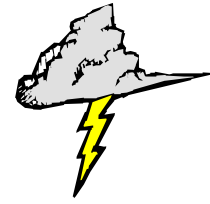




Additional Games

¿Qué tiempo hace?

Charades



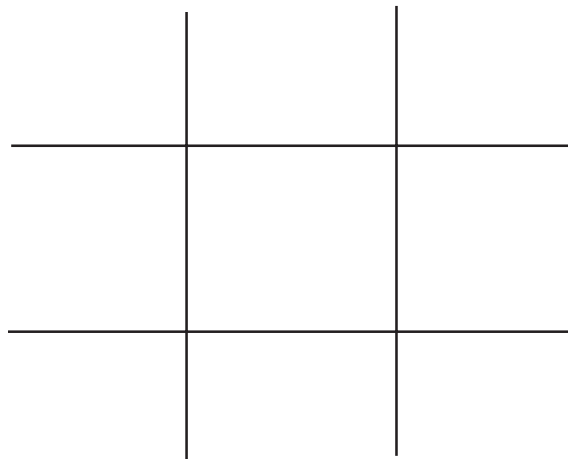
Teach the children different ways of acting out the different weather patterns. Use vocabulary cards. Give or show the student player the vocabulary card and have the student act out the weather while class guesses in Spanish. The teacher asks “Clase, ¿Qué tiempo hace?”

Pictionary

Older students really like this. Give or show the student player the vocabulary card and have the student come up to the board to draw the weather pattern while his/her team guesses the weather in Spanish.

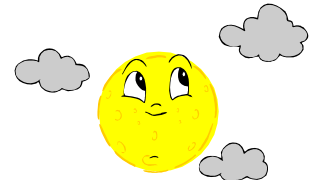
Tic-Tac-Toe

Make large flash cards/ pictures depicting the weather patterns. Place nine envelopes on the board (numbered 1-9). You can hold them with magnets or tape. Make 5- X cards and 5- O cards and hand them to each team. Use nine of the weather pictures and place them inside the envelopes (numbered 1-9) have students ask for numbers 1-9 in Spanish. Have students give you the X's & O's and place them where they tell you.



El tiempo

(The weather)



Me llamo _____

Date _____

Directions: Copy the weather in Spanish.

Hace frío.

Hace calor.

Hace fresco.

Hace viento.

Hace sol.

Hace buen tiempo.

Hace mal tiempo.

Llueve.

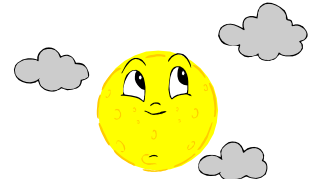
Nieva.

Está nublado.



El tiempo

(The weather)



Me llamo KEY

Date _____

Directions: Copy the weather in Spanish.

Hace frío.

Hace frío.

Hace fresco.

Hace fresco.

Hace sol.

Hace sol.

Hace mal tiempo.

Hace mal tiempo.

Nieva.

Nieva.

Hace calor.

Hace calor.

Hace viento.

Hace viento.

Hace buen tiempo.

Hace buen tiempo.

Llueve.

Llueve.

Está nublado.

Está nublado.



¿Qué tiempo hace?



Me llamo _____ Date _____

Directions: Translate the following weather related expressions into English.

Word Bank

How's the weather?	It's cold.	It's bad weather.	It's windy.
It's good weather.	It's cool.	It's snowing.	It's sunny.
It's raining.	It's hot.	It's cloudy.	

1. ¿Qué tiempo hace? _____
2. Hace buen tiempo. _____
3. Hace mal tiempo. _____
4. Hace calor. _____
5. Hace fresco. _____
6. Hace viento. _____
7. Hace sol. _____
8. Llueve. _____
9. Nieva. _____
10. Está nublado. _____



¿Qué tiempo hace?

Me llamo KEY Date _____

Directions: Translate The following weather related expressions into English.



Word Bank

How's the weather?	It's cold.	It's bad weather.	It's windy.
It's good weather.	It's cool.	It's snowing.	It's sunny.
It's raining.	It's hot.	It's cloudy.	

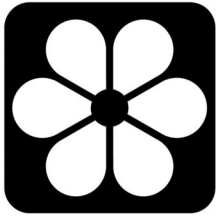
1. ¿Qué tiempo hace? How's the weather?
2. Hace buen tiempo. It's bad weather
3. Hace mal tiempo. It's good weather.
4. Hace calor. It's hot
5. Hace fresco. It's cool.
6. Hace viento. It's windy.
7. Hace sol. It's sunny.
8. Llueve. It's raining.
9. Nieva. It's snowing.
10. Está nublado. It's cloudy.



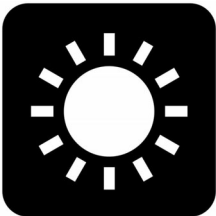
Las Estaciones / The Seasons

Me llamo _____ Date _____

Read the word. Say it aloud. Write the word and say it again as you write it.



primavera _____
(pree-mah-veh-rah)



verano _____
(veh-rah-noh)



otoño _____
(oh-toh-nyoh)



invierno _____
(een-vyehr-noh)



¿Qué tiempo hace?



Hace buen tiempo.



Hace sol.



Hace viento.



Hace calor.



Está nublado.

Mi nombre es

Dibuja: Tu tiempo favorito
Draw: Your favorite weather

8

1

Está nublado.

6

Hace sol.

3



Hace mal tiempo.

2

Hace calor.

7

Nieva.

4

Hace buen tiempo.

5



ACTIVITIES	DIRECTIONS	MATERIALS
Greeting and Weather	After the days of the week and the weather have been introduced, make it a habit to ask what day it is and what the weather is like -every morning.	None
Singing Songs	Write down the words of the song on a large piece of paper.	Large piece of paper Markers
Bulletin Board	Collect pictures representing different weather patterns. Label them in Spanish.	Bulletin Board Materials
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	Scissors to cut cards with.
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	Scissors Glue
<i>Si o No</i> game	Show a weather picture and make true or false statements about the pictures. If the answer is correct, students say <i>Si</i> . If it is not, they say <i>No</i> .	None
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game)	Cut out vocabulary cards and have students arrange them in three rows of three or four rows of four. Teacher calls out the greeting in English or Spanish and students turn the card over when they have 3 or 4 in a row they call out "tres" (three) or "cuatro." (Students turn their cards back.) This works best with older students.	Vocabulary Cards



Weather Bulletin

Keeping a daily weather bulletin in the classroom is helpful in strengthening Spanish vocabulary in this area. Use a large piece of bristol board and write the following short sentences in large letters.



Hoy es _____, el _____ de 200__.

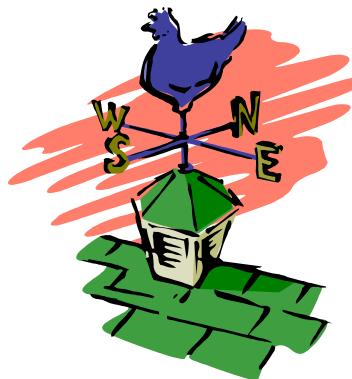
(day) (month) (year)

Es _____

(Season)

Hoy _____

(Weather expression)



El Calendario



septiembre



lunes	martes	miércoles	jueves	viernes	sábado	domingo
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



Los meses del aZo



enero



febrero



marzo



abril



mayo



junio



julio



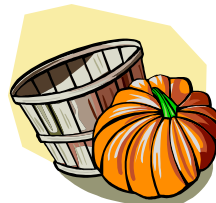
agosto



septiembre



octubre



noviembre



diciembre



Los meses del año

Months of the year Vocabulario

Inglés	Español	Pronunciation
January	enero	<i>eh-nehr-oh</i>
February	febrero	<i>feh- brehr-oh</i>
March	marzo	<i>mahr-so</i>
April	abril	<i>ah-bril</i>
May	mayo	<i>my-yo</i>
June	junio	<i>ghoo-nee-yo</i>
July	julio	<i>ghoo-lee-yo</i>
August	agosto	<i>ah-go-stoh</i>
September	septiembre	<i>sehp-tee-yehm-breh</i>
October	octubre	<i>ohk-too-breh</i>
November	noviembre	<i>no-byem-breh</i>
December	diciembre	<i>dee-syem-breh</i>
Winter	el invierno	<i>el een-byehr-no</i>
Spring	la primavera	<i>lah pree-mah-beh-ra</i>
Summer	el verano	<i>el beh-rah-no</i>
Autumn	el otoño	<i>el oh-toh-nyo</i>
What month is it?	¿Qué mes es?	<i>keh mehs ehs?</i>
It's _____.	Es _____.	<i>Ehs _____.</i>
What's the date?	¿Cuál es la fecha?	<i>Koo-ahl ehs lah feh-chah</i>



Inglés	Español	Pronunciation
Today is _____.	Hoy es el _____ de _____.	oh-ee ehs ehl _____ deh _____.
When is your birthday?	¿Cuándo es tu cumpleaños?	keh mehs ehs too coom-pleh-ah-nyos?
It's in _____ (month).	Es en _____.	Ehs ehn _____.
What season is it?	¿Qué estación es?	keh ehs-tah-see-ohn ehs?
It's _____.	Es el/la _____.	ehs el/la _____.
What's your favorite season?	¿Cuál es tu estación favorita?	koo-ahl ehs too ehs-tah-see-ohn fah-voh-ree-tah?
It's _____.	Es el/la _____.	ehs ehl/ ah _____.



Los Días de la Semana

The Days of the Week Vocabulario

INGLÉS	ESPAÑOL	PRONUNCIATION
What day is today?	¿Qué día es hoy?	<i>keh dee-ah ehs oy</i>
Today is _____.	Hoy es _____.	<i>oy ehs _____.</i>
The days of the week	Los días de la semana	<i>lohs dee-ahs deh lah seh-mah-nah</i>
Monday	lunes	<i>loo-nehs</i>
Tuesday	martes	<i>mahr-tehs</i>
Wednesday	miércoles	<i>myehr-koh-lehs</i>
Thursday	jueves	<i>ghweh-vehs</i>
Friday	viernes	<i>byehr-nehs</i>
Saturday	sábado	<i>sah-bah-doe</i>
Sunday	domingo	<i>doh-mihn-go</i>

Note to the Teacher:

- ◆ In Spanish the days of the week, the months and the seasons of the year are not capitalized.
- ◆ Happy Birthday can be expressed in Spanish as **Feliz cumpleaños**. **Cumpleaños** literally translates as years completed.
- ◆ FYI - One of the first calendar systems ever was invented by the Maya, a group of the highly advanced indigenous people who inhabited parts of Mexico, Guatemala, Honduras and Belize. According to this calendar has 260 days: 20 weeks of thirteen days each and thirteen months of 20 days each. Although it was very complex, it is considered to be the most accurate pre-Gregorian calendar.



Songs

Month song

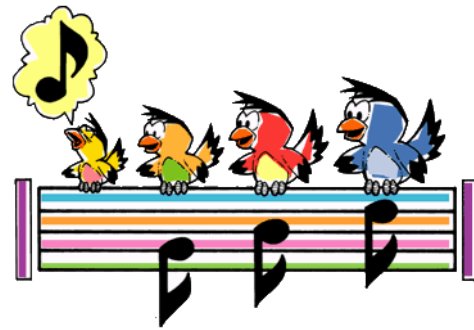
(Sing to the tune of "London Bridge")

Enero, febrero, marzo, abril,
 mayo, junio, julio, agosto,
 septiembre, octubre,
 noviembre y diciembre,
 y ya se acabó el aZo. (*and the year is already over*)

Los días de la semana

(Sing to the tune of "Clementine")

Domingo, lunes,
 martes, miércoles,
 jueves, viernes, sábado,
 domingo, lunes,
 martes, miércoles,
 jueves, viernes, sábado. (Repeat)



The Seasons Song

(Sing to the tune of "London Bridge")

Hojas nuevas en el árbol,
 en el árbol, en el árbol.
 Hojas nuevas en el árbol.
 Es la primavera.

New leaves on the tree
 On the tree, on the tree.
 New leaves on the tree
 It is Spring.

Muchas hojas en el árbol,
 en el árbol, en el árbol.
 Muchas hojas en el árbol,
 Es el verano.

Many leaves on the tree.
 On the tree, on the tree.
 Many leaves on the tree.
 It is Summer.

Pocas hojas en el árbol,
 en el árbol, en el árbol.
 Pocas hojas en el árbol.
 Es el otoZo.

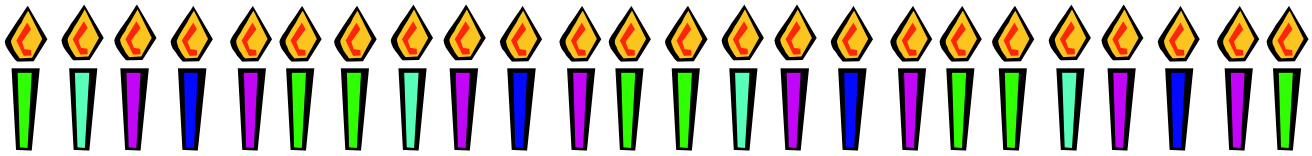
Few leaves on the tree.
 On the tree, on the tree.
 Few leaves on the tree.
 It is Autumn.

Ya el árbol no tiene hojas.
 No tiene hojas, no tiene hojas.
 Ya el árbol no tiene hojas.
 Es el invierno.

The tree has no more leaves.
 No more leaves, no more leaves.
 The tree has no more leaves.
 It is winter.

(Ideas for song: Draw a tree on the board and add and erase the leaves as you sing the song. The song can also be illustrated with the different seasons and children can hold the pictures as they sing the song.)





The Birthday Song

(Sing to the tune of the *Happy Birthday* song)

CumpleaZos Feliz
Te deseamos a tí.
CumpleaZos a _____ (name)
CumpleaZos feliz.

Songs to Reinforce

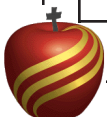
Any music already existing with English lyrics can be used by replacing with the new Spanish vocabulary. Children can make patterns of beats for the days of the week as well. Let one child clap the beats of the syllables in the word “lunes.” Then let the next child clap the syllables in the word “martes.” Continue the process until every child has had a chance to clap the beats of at least one day of the week. This way all of the children have experienced the pronunciation of the new vocabulary words in slow repetition.



Vocabulary Cards

Days of the Week

What day is today?	¿Qué día es hoy?
Today is . . .	Hoy es . . .
Monday	lunes
Tuesday	martes



Wednesday

miércoles

Thursday

jueves

Friday

viernes

Saturday

sábado

Sunday

domingo



Los Meses y las Estaciones

Vocabulary Cards

 <p>enero</p>	 <p>febrero</p>
 <p>marzo</p>	 <p>abril</p>
 <p>mayo</p>	 <p>junio</p>
 <p>julio</p>	 <p>agosto</p>





septiembre



octubre



noviembre



diciembre

la primavera

el verano

el otoño

el invierno



Vocabulary Cards

Months and Seasons

January

February

March

April

May

June

July

August



September	October
November	December
Spring	Summer
Autumn	Winter



Putting it Together

(Sample conversation- directed to the class)

Teacher: Buenos dias clase. ¿Qué dia es hoy?

Student: Hoy es _____ (day)

Teacher: y ¿Cuál es la fecha?

Student: Es el _____ de _____
(Num.) (Month)

Teacher: Good Morning, class. What day is today?

Student: Today is _____ . (day)

Teacher: And what is today's date?

Student: It's _____ of _____.
(Num.) (Month)

(Asking about any particular month)

Teacher: ¡Hola clase!

Students: ¡Hola SeZora/SeZor/SeZorita _____ !

Teacher: ¿Qué mes es este? (Point to a specific picture representing a month.)

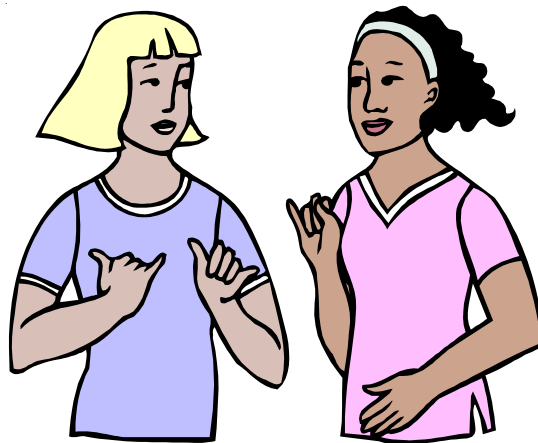
Students: Es el mes de _____ . (month)

Teacher: Hello, class.

Student: Hello, Mr./Mrs./Miss _____ .

Teacher: What month is this?

Student: It's the month of _____ .



Month Quizmo

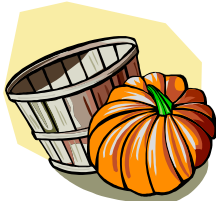
Los Meses del año



Los Meses del año












Los Meses del año












Los Meses del año



Los Meses del año

Los Meses del año



Monthly Match

Name _____

Date _____

Directions: Match the names of the months in Spanish with the correct picture.



marzo



octubre



mayo



agosto



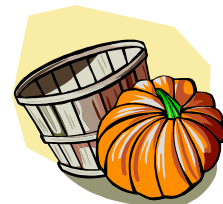
noviembre



febrero



diciembre



enero



abril



junio

septiembre



julio



¿Cuál es tu mes favorito? _____



Tres en Raya

Month Quizmo

enero	marzo	abril
febrero	octubre	diciembre
mayo	junio	septiembre

Month Quizmo

marzo	abril	septiembre
octubre	mayo	enero
agosto	junio	noviembre



Month Quizmo

mayo	agosto	diciembre
octubre	abril	marzo
noviembre	septiembre	julio

Month Quizmo

abril	noviembre	julio
agosto	febrero	mayo
diciembre	marzo	enero



Los meses del aZo

Me llamo _____ Date _____

Directions: Write the Spanish word for each given month. Then in the box, draw a picture of something that happens in that month. (Remember that Spanish months do not begin with capital letters.)

agosto	septiembre	noviembre	mayo
junio	enero	octubre	febrero
marzo	julio	diciembre	abril

January _____		July _____	
February _____		August _____	
March _____		September _____	
April _____		October _____	
May _____		November _____	
June _____		December _____	



Las Estaciones

Me llamo _____ Fecha _____

Draw a picture that shows what you like to do during the four different seasons.

la primavera	el verano
el otoño	el invierno



Los meses del aZo

Me llamo _____

Date _____

Copy the months in Spanish. (Note: Months are not capitalized in Spanish.)

enero

julio

febrero

agosto

marzo

septiembre



abril

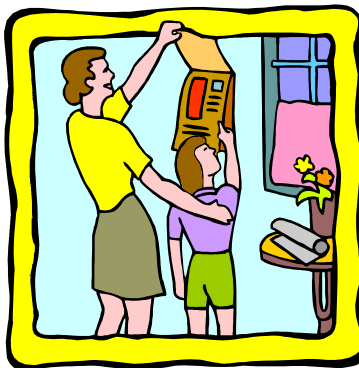
octubre

mayo

noviembre

junio

diciembre



Los días de la semana

The Days of the Week

Nombre _____ Date _____

Directions: Copy the days of the week in Spanish.

domingo

jueves

lunes

viernes

martes

sábado

miércoles



ACTIVITIES	DIRECTIONS	MATERIALS
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Bulletin Board	Collect pictures representing the twelve months of the year and label them in Spanish.	Pictures representing the months of the year
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	Scissors & vocabulary cards
Writing Practice	Have students complete the worksheets for writing practice.	Worksheets
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	Scissors Cards Glue
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game)	Cut out vocabulary cards and have students arrange them in three rows of three or four rows of four. Call out the vocabulary word in English or Spanish. Students turn the card over if they have the match. When they have 3 or 4 in a row - they call out "tres" or "cuatro."	Vocabulary Cards
Si o No game	Teacher shows a picture representing a month and makes true or false statements about the picture. Example: <i>Es el mes de marzo</i> . If the answer is correct the students say <i>Si</i> . If it is not, they say <i>No</i> .	None
Spanish Bee	Have students give the meaning of vocabulary words that are called out in Spanish.	List of vocabulary words
Hands Off! Game	Students write the English or Spanish word for the month named by the teacher.	List of vocabulary words
Typical Physical Response	Use picture cards to ask students to show you if they understand the Spanish vocabulary. Say " <i>Muestrenme el mes de marzo, mayo, junio, etc.</i> "	Pictures representing the months of the year.



ACTIVITIES	DIRECTIONS	MATERIALS
<p>Season's Workstations</p>	<p>Divide the class of children into four equal groups. Set up work stations in four different areas of your classroom. Assign each group to a work station. Explain to the children that each work station represents one of the four seasons. Label each 'seasonal' station with Spanish name for that season.</p> <p>Send the groups to their particular seasonal station. At their station the children should discuss the activities and weather conditions that are special to that season.</p> <p>Upon completion of the discussion the children, (as a group) should paint a picture of their assigned season. When the seasonal picture is completed, each group will have the opportunity to present their seasonal picture to the rest of the class.</p> <p>Have each of the children use the following sentence to begin their description of their painting and tell about that the season that they like.</p> <p>Example: En el invierno me gusta _____. el primavera el verano</p> <p>(In the season I like _____.)</p>	
<p>Days of the week</p>	<p>Incorporating the Spanish translation of the days of the week into your regular curriculum can be done many ways. One very simple method is to alter your room calendar slightly. Attach cue cards with the Spanish words for the appropriate day of the week. As children become familiar with the new Spanish vocabulary, encourage them to recite the words before revealing the cue card's English equivalent.</p>	



More Games!

Calendar Games

There are many ways of integrating the Spanish days of the week into the curriculum, and games are certainly an enjoyable way of doing this. Collect some cardboard pieces and using a permanent marker write down the new Spanish vocabulary. Punch holes into either ends of the cardboard and attach a string through the holes; this makes it possible for children to wear the word. Divide the class into groups of eight children. Have seven of the children wear the seven Spanish days of the week. The remaining child must try to align the children in the correct order and then recite (in Spanish) the days of the week. The remaining child must try to align the children in the correct order and then recite (in Spanish) the days of the week.

For added fun, have relays or timed races. This game is recommended for children who already have a fairly developed understanding of the new vocabulary.

Variation:

Use the months of the year at the end of this section and play the same game using the months of the year.

¿Qué mes falta?

(What month is missing?)

Use pictures representing the months of the year. Lay them on a table or on the floor. Have students close their eyes while you take away one of the pictures. Then ask the question: *¿Qué mes falta?* (*¿keh mehs fahl-tah?*) Students then take turns answering: *Falta el mes de _____*.

Hands off! game

Hands off! is a chalkboard game in which two teams of students compete against each other. The teacher says a word in Spanish and one student from each team writes the correct answer with his/ her hands. When the teacher says, "Hands off!," the students uncover their answers. The students with correct answers receive points. The team with the most points at the end of the game wins.



Month Cake Walk

Place the months of the year in a circle on the floor. Have equal number of children as months stand in front of each one. Play some music. Have children go around the circle and when the music stops, they stop walking. Call the month. Whoever is standing in front of the month has to sit down. The last person standing is the winner.

Birthday Game

If you keep a birthday calendar in your room, add some Spanish flavor by playing the Birthday Game. Children love celebrating their special day of the year. Have them tell you their birth month using the new Spanish vocabulary in this unit. (Mi cumpleaños es el _____ de _____.) If you have children who may be too young to recall the month they were born, come prepared to class with those dates. Begin by reciting the month of the year slowly. When the children hear their month they stand until the next month is introduced. Pick up speed as you go through the months a second and third time. Children love the movement and speed so be prepared for some volume.

Variations:

Have the children clap, sit, or if you are really brave, have them shout back the month when it is called.



lunes

martes



miércoles

jueves



viernes

sábado



domingo

enero



febrero

marzo



abril

mayo



junio

julio



agosto

septiembre



octubre

noviembre











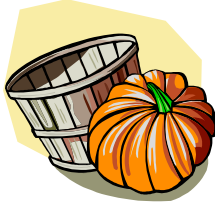



diciembre



Bulletin Board Idea

Los meses del aZo

 <p>enero</p>	 <p>febrero</p>	 <p>marzo</p>	 <p>abril</p>
 <p>mayo</p>	 <p>junio</p>	 <p>julio</p>	 <p>agosto</p>
 <p>septiembre</p>	 <p>octubre</p>	 <p>noviembre</p>	 <p>diciembre</p>

Teaching Ideas:

Divide the bulletin board into twelve sections. Label each sections. Label each section with a different month. As a class project, have the children illustrate a picture that is representational of that month.

Variation:

The bulletin board can make an attractive three dimensional display. Ask the children to bring objects that can be placed in each section.



Monthly Match

Name KEY

Date _____

Directions: Match the names of the months in Spanish with the correct picture.



marzo



octubre



mayo



agosto



noviembre



febrero



diciembre



enero

abril



junio



septiembre

julio



¿Cuál es tu mes favorito? _____



Los meses del aZo

Me llamo KEY Date

Directions: Write the Spanish word each given month. Then in the box, draw a picture of something that happens in that month. Remember that Spanish months do not begin with capital letters.

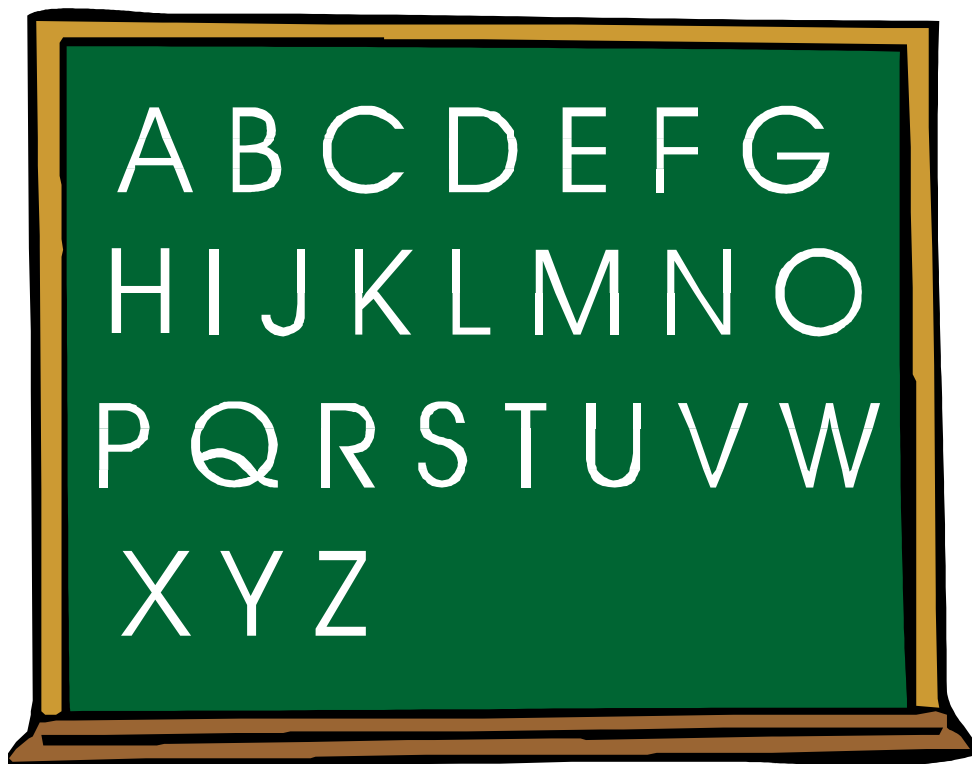
agosto	septiembre	noviembre	mayo
junio	enero	octubre	febrero
marzo	julio	diciembre	abril

January <u> enero </u>		July <u> julio </u>	
February <u> febrero </u>		August <u> agosto </u>	
March <u> marzo </u>		September <u> septiembre </u>	
April <u> abril </u>		October <u> octubre </u>	
May <u> mayo </u>		November <u> noviembre </u>	
June <u> junio </u>		December <u> diciembre </u>	



El Alfabeto EspaZol

The Spanish Alphabet
Supplement



El Alfabeto Español

LAS VOCALES

VOWELS	HOW TO PRONOUNCE	ENGLISH SAMPLE
a	ah	open wide and say "ah"
e	eh	letter
i	ee	see
o	oh	only
u	uh	boo

LAS CONSONANTES

CONSONANTS	LETTER NAME	HOW TO PRONOUNCE	ENGLISH EXAMPLE
b	<i>beh</i>	b	baby
c	<i>seh</i>	ca, co, cu = k ce, ci = s	car centenial
d	<i>deh</i>	d	door
f	<i>efeh</i>	f	far
g	<i>geh</i>	ga, go, gu = g ge, gi = j	garage



CONSONANTS	LETTER NAME	HOW TO PRONOUNCE	ENGLISH EXAMPLE
h	<i>ah-cheh</i>	in Spanish it is silent	
j	<i>hoh-tah</i>	j	
k	<i>kah</i>	k	karate
l	<i>eleh</i>	l	lemon
ll	<i>eh-ieh</i>	ia/ie/io/iu	
m	<i>emeh</i>	m	money
n	<i>eneh</i>	n	
ñ	<i>eh-nyeh</i>	nyo/a (nasal sound)	
p	<i>peh</i>	p	
r	<i>eh-reh</i>	r	
rr	<i>eh-rreh</i>	thrilled	
s	<i>eh-seh</i>	s	
t	<i>teh</i>	t	
v	<i>beh</i>	v	
w	<i>doh-bleh beh</i>	ua/ue/ui/	
x	<i>eh-kees</i>		
y	<i>jeh</i>	j	
z	<i>seh-tah</i>	s	



Alphabet Song and Chants

The Alphabet Song

(Sing to the tune of "Bingo")

A B C D E F G
 (The was a farmer had a dog)

H I J K
 (and Bin- go was his name-o)

L M N O
 (B I N G O)

P Q R S T
 (B I N G O)

U V W
 (B I N G O)

X Y Z
 (an Bingo was his name-o)

Vowel Chant

A E I O U - ¿Cuántos a ÷os tienes tú?

Las Vocales en Español

Las vocales en español.

A E I O U.

Las vocales en español.

A E I O U.

La M (emeh)	con la A	dice (dee-seh)	Ma (mah)
La M “	con la E	dice “	Me (meh)
Con la I (ee)		dice	Mi (mee),
Con la O (oh)		dice	Mo (moh),
La M con la U (uh)		dice	Mu (mooh).

Las vocales en español.

A E I O U.

Las vocales en español.

A E I O U.



Vocabulary Cards

El Alfabeto

a

b

c

d

e

f



g

h

i

j

k

l



ll

m

n

ñ

o

p



q

r

rr

s

t

u



v

w

x

y

z



Teaching Ideas

1. Sing the alphabet song.
2. Have students write the first letter of the word they hear.
3. Think of a word game- Divide students into teams. Write a letter of the alphabet on the board. Ask each team to think of a word that begins with that letter.
4. Spanish Bee- Students give the English equivalent of the Spanish letters that the teacher says.
5. Say the vowel chant in chorus.
6. Cut flash cards and place on desk in multiples of three or four to play “Tres en Raya” or “Cuatro en Raya.” (Three or Four in a row.)
6. Refer to other teaching ideas in the other mini-units.



La Navidad



¡Feliz Navidad y Prospero AZo !
(Merry Christmas & prosperous New Year)



Spanish Christmas Songs

Noche de paz

(Silent Night)

Noche de paz, noche de amor,
todo duerme en derredor.
Entre los astros que esparcen su luz,
bella anunciando al niño Jesús.
Brilla la estrella de paz,
Brilla la estrella de paz.

Noche de paz, noche de amor,
oye humilde el fiel pastor.
Coros celestes que anuncian salud,
gracias y glorias en gran plenitud.
Por nuestro buen redentor.
Por nuestro buen redentor.

Cascabel

(Jingle Bells)

Caminando por la nieve,
en un lindo trineo,
con mi bella Susana
salimos de paseo.

Brillaba la alegría
en nuestros corazones,
en esta tarde fría
tan llena de emociones.

Cascabel, cascabel,
lindo cascabel,
con sus notas de alegría,
van buscando a él.

(Repeat once)

Cascabel, cascabel,
lindo cascabel,
con sus notas de alegría,
van buscando a él.

Pueblecito de Belen

(Oh, Little Town of Bethlehem)

O, pueblecito de Belen,
la cuna de Jesús.
bendito pueblo de Belen,
la cuna de Jesús .

El Rey tan adorado,
el santo Redentor,
el Rey que vino al mundo,
a darnos paz y amor.



Bulletin Board Idea**Mis Regalos para el Niño Jesús**

(My gifts for Baby Jesus)

Teaching Ideas:

Use a picture of the manger with the three wise men like the one down below. Ask the children to draw pictures of gifts they would like to give to baby Jesus. You can provide them with some ideas. This can also be creative in a three-dimensional way by bringing objects placing them on the bulletin board. If you are able, label the pictures or objects (in English or Spanish) and teach the new vocabulary.

**Culture Note:**

Explain that in Spanish speaking countries Santa Claus is usually replaced by the Three Wise Men (Los Tres Reyes Magos) who bring gifts to the children on January 6. (Puerto Rican children being bi-cultural, have both a Santa Claus and the Three Kings.)

During this time the children leave out their shoes filled with straw for the camels. In the morning the straw is replaced by candy and toys.

In the *Barrios* (neighborhoods) of Mexico City the Wise Men actually parade down the streets with candy for the underprivileged children of the city. The *nacimiento* (manger scene) is the center attraction in many households rather than the Christmas tree; el Niño Jesús (baby Jesus) does not appear in the crib until the day of his birth.

Puestos (little stands) are filled with the tastes and smells of breads and pastries. Groups of people celebrate Las Posadas (The Inn) nine nights before Christmas, going from house to house re-enacting Mary and Joseph's search for shelter. Each night someone finally lets them in for a fiesta, with the biggest fiesta being on Dec. 24.



Action Poems



Christmas Time

See the snowflakes falling.
(Wiggle fingers like dancing snowflakes.)
 See the candles glow.
(Hold up index finger like a candle.)
 See the wreaths upon the door.
(Form wreath shape with fingers.)
 It's Christmas time I know!

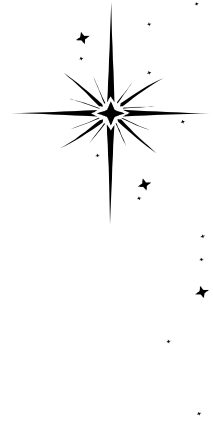
The First Christmas

Clop, clop, clop went the donkey's feet,
 Clop, clop, clop down the stony street.
 Nod, nod, nod went Mary's head.
 She was tired, and she needed a bed.
 Knock, knock, knock went Joseph at the door.
 "Do you have room for anyone more?"
 "No, no, no!" the innkeeper said,
 "I don't even have one more bed."
 "Wait, wait, wait," the innkeeper said,
 "You can use my stable for a bed."
 "Sh, sh, sh ... what is that I hear?
 The cry of baby Jesus, Oh so dear."



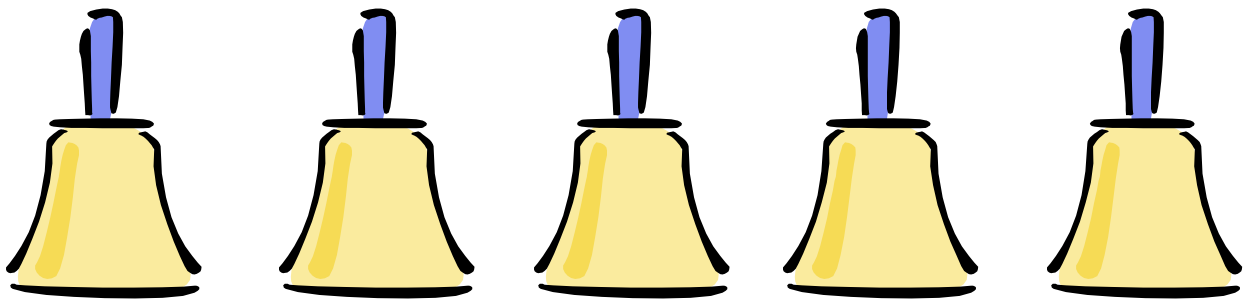
A Shining Star

On the very first Christmas night,
(Put hands together; lay head on hands as if sleeping.)
A wondrous star shone big and bright.
(Hold hands above head; more fingers like stars shining.)
It marked the spot where the baby lay,
(Pretend to rock baby.)
So kings and shepherds could come to pray.
(Fold hands and kneel.)



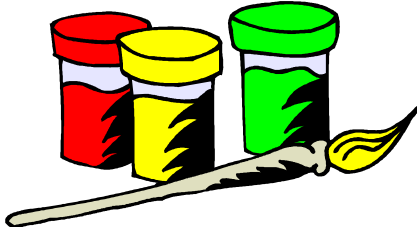
Five Little Bells

Five little bells hanging in a row,
(Hold up five fingers.)
The first one said, "Ring me slow."
(Hold up one finger.)
The second one said, "Ring me fast."
(Hold up two fingers.)
The third one said, "Ring me last."
(Hold up three fingers.)
The fourth one said, "I'm like a chime."
(Hold up four fingers.)
The fifth one said, "Ring us all at Christmas time."
(Hold up five fingers.)



Arts & Craft Activities

Bread Ornaments



Materials needed:

- a loaf of white bread
- assorted cookie cutters
- straws
- paintbrushes
- poster or powder of paints
- household glue
- gold string
- glitter (optional)
- assortment of sequins, beads, etc. for decorating (optional)

The day before:

Cut shapes into white bread using cookie cutters. With one end of a straw make a hole near the top of the shape. Leave shapes uncovered to harden overnight.

The next day:

Paint in bright colors using either poster paints or powder paints with a little household glue added. Leave ornaments to dry.

After ornaments have dried, turn them over and paint the other side. When dry, decorate with beads, glitter etc.

Loop gold string through hole. Hang on Christmas tree.

Christmas Card Puzzles

Materials needed:

- old Christmas cards
- black marker
- scissors
- small plastic bags

1. Collect old Christmas cards. Cut off card fronts and save.
2. Using a black marker, draw several squiggle lines on the back side of the card front (not the picture side).
3. Cut card along these lines. Place all pieces in a plastic bag.

These puzzles are especially fun to create with a friend. Choose cards, mark, and cut, then exchange pieces. See who can assemble their puzzle more quickly.

Hint: Use a separate bag for each puzzle.



Aromatic Dough Cut-outs

Materials needed:

- 1 cup ground cinnamon
- 3/4 to 1 cup applesauce
- 2 Tbsp. white glue
- 1 Tbsp. ground nutmeg (optional)
- 1 Tbsp. ground cloves (optional)

1. Mix cinnamon, nutmeg, and cloves with glue and 3/4 cup applesauce to form a smooth, stiff dough. Additional apple sauce may be added if needed.
2. Divide dough into three or four portions.
3. Place each section between two sheets of waxed paper, and roll to 1/8 inch thickness.
4. Use cookie cutters to cut Christmas shapes out of dough. While dough is still soft, use a straw to make a hole near the top of each shape where ribbon can later be inserted for hanging.
5. Place cut shapes on flat surface to air dry for several days.
6. Flip shapes daily to prevent curling. After shapes are thoroughly dry, insert ribbon in hole, tie, and hang as Christmas ornaments.

Courtesy of geocities.com
Christmas/cart



Spanish Craft Activities

Mexican PiZata

A *piZata* is a very popular toy used for festive occasions, particularly birthdays. It is made from papier mache and filled with candy, toys or fruit and hung from a ceiling or tree branch. Everyone sings a song while a child is blindfolded and tries to break the *piZata* with a stick. When the *piZata* finally breaks, everyone rushes to grab the contents that have fallen to the ground.

Materials needed

balloons
 newspaper strips
 wallpaper paste
 string
 poster paint
 tissue paper- assorted colors
 white glue
 candy or small toys
 white construction paper



Use papier mache to create a colorful *piZata*, great for any celebration.

1. Blow up balloon. Cover thoroughly with newspaper strips dipped in wallpaper paste. Let dry.
2. Tie strong string around the *piZata*. This will be used to hang the *piZata*.
3. Make four cones by rolling construction paper. Fill the inside with crushed newspaper.
4. Tape cones to *piZata*.
5. Cover with two more layers of newspaper strips dipped in wallpaper paste. Do not cut string.
6. Carefully cut a hole at the top of the shape where the string is hanging. Do not cut string.
7. Paint the *piZata* with bright colors and designs.
8. For a glossy finish, dilute white glue with water and paint over dry paint.
9. Make the tassels out of tissue paper and glue to the tips of the cones.
10. Fill the *piZata* with candy and seal opening so the candy will not spill out.



Papel Picados

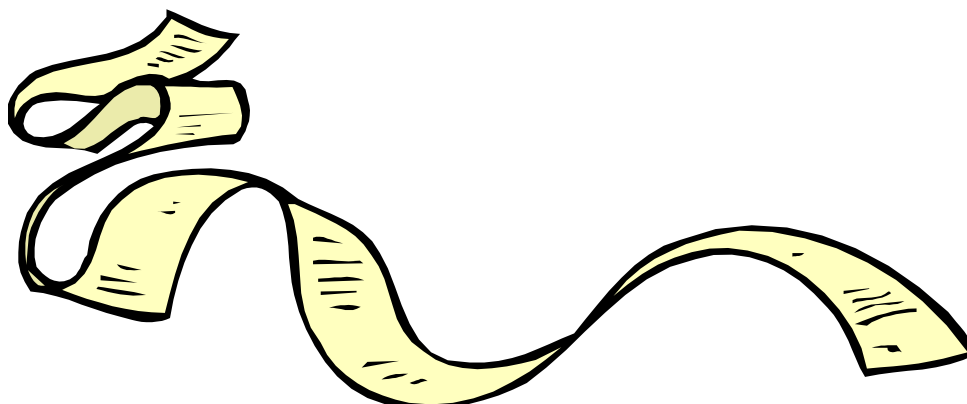
Papel picado is made by cutting tissue paper with sharp instruments to create intricate designs. Papel picado is used to decorate homes and shops around Mexico. Usually a few different brightly colored designs are strung together and hung across a room, wall or ceiling.

Materials needed

color tissue paper, "8 1/2 x 11"
scissors
glue
pencil

Make colorful papel picado to decorate the classroom. Hang during special fiestas such as Cinco de Mayo, La Navidad, or a birthday.

1. Fold paper in half, and then half again.
2. With pencils draw simple designs on the paper.
3. Cut out the designs while the paper is still folded.
4. Unfold the paper and smooth out.
5. Fold the top one inch of the paper down the back.
6. Glue the very edge of the fold to the back of your papel picado, leaving enough room to put a length of string through.





Edible Crafts

Sweet Christmas Tree

Materials needed:

sugar cones
green frosting
small candies
plastic knives

Hand each child a sugar cone and a plastic knife. Show them how to frost the sugar cones with green frosting to make a Christmas tree. After the tree is frosted, decorate with small candies.

Bagel Wreaths

Materials needed

Plain or cinnamon bagels
cream cheese, tinted green
(may be sweetened slightly, if desired)
dried cranberries (“craisins”), raisins, or dried cherries

1. Give each child half a bagel and a plastic knife.
2. Spread cream cheese onto bagels to make a wreath. Decorate the wreath with dried fruit.

Holly Jolly Christmas Candies

Materials needed

- | | |
|--------------------------|----------------------|
| ■ 4 cups of corn flakes | ■ heat source |
| ■ 2 cups of marshmallows | ■ large mixing spoon |
| ■ ½ cup margarine | ■ waxed paper |
| ■ 1 tsp. vanilla | ■ plastic spoons |
| ■ green food coloring | ■ red hot candies |

1. Melt together over low heat marshmallows and margarine.
2. After mixture is melted, remove from heat and add vanilla and food coloring and stir in corn flakes.
3. Let children take turns dropping the mixture by spoonfuls onto waxed paper.
4. Add three cinnamon “holly berries” to each candy.
5. Allow to dry before eating.

The candies will look both pretty and delicious!



Spanish Holiday Treats

Arroz con Leche (Rice pudding)

Materials needed

- 4 cups of milk
- 1-14 oz. can sweetened condensed milk
- 1 Tbsp. Margarine or butter
- 1 cup white rice
- 1 ½ cup of sugar
- 1 stick of cinnamon
- 3 egg yolks

1. Bring two cups of milk to boil with the cinnamon stick.
2. Remove from heat. Remove cinnamon stick.
3. Add rice and let stand for two hours.
4. Cook rice and milk on medium heat. Add the rest of the milk at this time.
5. When the rice is very soft, remove from heat.
6. Beat eggs.
7. Soften margarine or butter.
8. Add eggs, sugar, condensed milk and butter to mixture.
9. Put back onto heat to thicken, stirring constantly.
10. Pour into desert cups and allow to cool, sprinkle with cinnamon and serve.

Makes about 6 servings

Besitos de Coco (Coconut kisses)

Besitos de coco, little coconut kisses are a popular sweet made by many Spanish speaking families during fiesta time and many other special occasions such as *La Navidad*.

Materials needed

- 1-14 oz. can of sweetened condensed milk
- 3 1/2 - 4 cups of shredded coconut

1. Pour sweetened condensed milk into a large mixing bowl.
2. Add coconut.
3. Stir ingredients until mixture thickens. If mixture does not thicken add more coconut.
4. Cover bowl and place in refrigerator until mixture becomes stiff enough to hold a molded shape.
5. Roll mixture into small balls. Place the *Besitos* on a serving plate and serve at once. If not serving immediately, cover and refrigerate.

Makes about 24 pieces



Sangria para niños (Fruit Punch for Children)

Materials

2 oranges
1 lemon
1 lime
2 apples
1-28 oz. bottle of carbonated water
or club soda
2 cups grape juice

1. Chill carbonated water.
2. Wash peels of all fruit very well.
3. Squeeze the juice from the lemon, lime and one orange into a large pitcher.
4. Pour in grape juice. Stir well.
5. Cut the apples and orange into bite size pieces.
6. Stir into mixture.
7. Pour in chilled carbonated water and stir well.
8. Serve chilled. Add ice as necessary.

Makes about 24 servings.



Shepherds, Angels, and a Manger

by Dr. Ralph F. Wilson



The hundreds of sheep were quiet now, except for an occasional bleat. Night had fallen, stars were sharp in the nippy sky, and shepherds reclined on a steep hillside above Bethlehem, watching their flocks.

The men talked quietly, their low voices soothing to the animals. Old Elias had spent his lifetime on these sheep fields. Then there was Judah ben-Ozzri, twenty years old and cynical. His uncle had been imprisoned by Roman occupation troops for some minor offense. When he could, Judah plotted secretly with a unit of Zealot guerrillas. David, Israel's greatest king, had been a shepherd on Bethlehem's hills a millennium before. As a teenager, David had defeated the giant Goliath and thrown off the yoke of Philistine tyranny. Judah ben-Ozzri longed to do the same. If only a Leader, a Deliver, would come and drive the cursed Romans from their land!

"The lambs will all die before long," he muttered darkly. "Only the ewes, will survive."

"Eh?" said Elias, a bit too loudly. His hearing had faded over the years.

Judah spoke a bit louder, "The ewes will be sheared next summer, and bear more lambs, but the lambs themselves..."

"Ah, Passover in the temple," returned Elias. "On the Holy Day they'll sacrifice a lamb for each family."

"What?" asked Elias, leaning closer.

"The lambs," said Judah loudly into his ear, "won't live beyond Passover. In the Jerusalem temple, they'll be sacrificed."

Jerusalem and its temple were just six miles north of Bethlehem, and supplying lambs for the Passover sacrifice was these shepherds' livelihood.

"Passover..." reflected the old man. "I wish I could have seen the first Passover!"

Elias would rather talk than listen, since it was hard for him to catch the words when others spoke.

"Moses was our Deliverer on that first Passover night when God's judgment fell upon Egypt." As he spoke, his listeners could picture the destroying angel that had passed through Egypt. "The Egyptian firstborn were killed," said Elias, "but each Israelite slave family had sacrificed a precious lamb, and put its blood across the top and on both sides of their doorways. Their sins were atoned for, the lamb's life for theirs. And God's terrible judgment passed over them."

"The ewes will live on," repeated Judah, "but the lambs will be sacrificed."

"What?" said Elias, but Judah didn't say it again.

"I don't think I'd like to be a lamb," the youngest shepherd said solemnly.

The shepherds now fell silent, and tugged their heavy cloaks about them to shelter them from the whistling wind. Their eyes were accustomed to the blackness. Every few moments they would look up to scan the hills for wolves or thieves. They weren't about to lose sheep by carelessness. All of a sudden their hillside was flooded by the light of a thousand of lamps, blinding them with its intensity. When they could



finally see, a man in shining apparel stood before them. “Do not be afraid,” he declared in the ringing voice of a herald.

“I bring you good news of great joy that will be for all the people.

Today in the town of David a Deliverer has been born to you. He is the Lord’s Messiah.”

“The Messiah! The Deliverer!” breathed Judah ben-Ozzri. “He is come at last to set our people free.”

They could scarcely comprehend. Good news! Great joy! In the town of David, the Son of David is born this night. The Lord’s Messiah! The shining man, glowing with the very Shekinah glory of God, had declared it. It must be so!

The angel continued: “This will be a sign to you. You will find a baby wrapped in swaddling clothes and lying in a manger.”

What a strange sign. But there was no time to think.

Now the shining angel drew himself to full height, and as he opened out his arms, the radiance and glory upon him began to spread until it covered rank after rank of angels, the heavenly host, the army of God himself — more and more, company after company, battalion after battalion, began to fill the sky. And now they began to chant, to shout in unison.

“Glory to God in highest.”

The sound bounced off the hills and echoed from the valleys, like the rumble of thunder, like the roar of a great waterfall, the shout of triumph reverberated. The shout of worship, the shout of honor, the shout of glorious praise.

“Glory to God in the highest,” they chanted in unison, the overwhelming resonance blotting out everything else and infecting shepherds “Glory to God in the highest,” they shouted together with one enormous voice of worship.

with its utter joy. The host of God, overcome with awe at the archangel words, now shouted again, “Glory to God in the highest! And on earth Shalom — peace — to those whom God has favored.”

Again and again the waves of praise rolled over the hillsides, until finally the voices began to fade, and only in the distance could the shepherds still hear shouts of “Glory, glory, glory,” that finally diminished to silence at last. The brilliant light, too, was fading, like the final streaks of sunlight dipping below the horizon and painting the clouds red and pink in departing splendor.

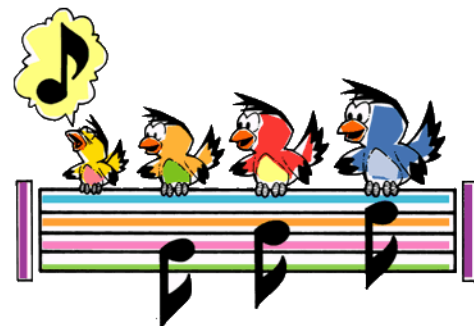
Old Elias was first to speak, “Praise the Lord, dear friends. We have witnessed what the prophets only dreamed of.”

“Angels,” breathed the youngest.

“The hosts of God’s army,” said Judah.

“Something greater still,” Elias said. “The chance to see the Lord’s Messiah with our own eyes. You heard the angel. He’s here, yonder in Bethlehem, and we must find him. The angel told us how — a baby, wrapped in the swaddling bands of a newborn, lying in a manger.... A manger,” repeated the old man.

You could find dozens of cattle troughs if you searched all the outlying farms, but a manger with a newborn lying in it — that was the sign! In Bethlehem itself, Elias could think of just one — inside a cave at the very edge of town where travelers’ animals were quartered. The old man careened down the hillside at a pace that left the younger shepherds breathless. He was ahead of them now, almost running to the cave behind the inn.



When they finally caught up, the old man was standing at the doorway to the cave, tears running down his cheeks.

“The Son of David,” he was saying, “The Lord’s Messiah. The Deliverer has come.”

The shepherds moved inside and knelt at the manger, peering at the sleeping baby boy, all tightly wrapped in swaddling bands.

The youngest explained to the mother, “An angel told us,” he stammered, “and then thousands, millions of angels filled the sky, lit up with God’s light. ‘Glory to God,’ they shouted, and we joined them until we were hoarse, until they were gone.”

Then Elias addressed her. “Young woman, mother of this blessed Child. You are one of the favored ones of whom the angels spoke, upon whom God’s glory and grace is resting tonight.”

You could see her lips form the words, “Yes, I know,” but no voice came.

The old shepherd went on, “The angel told us that your Child is God’s promised Messiah, our Deliverer.”

Then the old man was silent. He just knelt there for a few more moments. Finally he rose up, took the mother’s hand, and pressed it with his own. “God has entrusted you to raise his own Son, my dear. Our prayers are with you.”

He motioned his compatriots towards the door, and they got up, leaving the cave and its manger and its Christ-Child. Nor were the shepherds silent about what they had seen. They spread the good news far and wide.

Then they went back to their flocks, and carefully tended lambs that were destined for sacrifice on Passover. And though they could not know or understand it, the baby Deliverer in the manger would not challenge the Roman oppressors, but instead deliver from sin and death that oppress us all. For these lamb-herders had seen God’s Lamb, born to be a Passover sacrifice for the sins of the entire world.

Glory to God in the highest, and on earth peace, Shalom, for us all.

Christian Articles Archive
Joyful Heart Ministries



A Child of Promise:

A Prayer for Christmas Morning

by Dr. Ralph F. Wilson



Who are you little baby? Who are you little Christ child, lying so quietly in manger straw? Who are you that angels should herald your presence and stars announce your birth? That wise men and shepherds — the high and the low — should bow before you? Who are you, child of Bethlehem, son of David? What is your future? What is your promise?

Seven centuries before your birth the ancient Scriptures speak of you.....

**For to us a child is born,
To us a son is given,
And the government will be on his
shoulders,
And his name will be called
Wonderful, Counselor,
Mighty God
Everlasting Father,
Prince of Peace.
Of the increase of his government and of
peace
There will be no end.***

What is this government? What is this peace, O Christmas baby? Are you a warrior-to-be?

Are you a king? What promise do you hold?

How can you be the Mighty God while flecks of straw, blown from the stable floor, dot your fine hair? How is this?

How can you be the Everlasting Father while not yet an hour old? How is it?

How can you be a Wonderful Counselor before you've learned? A teacher before you've been taught? What is the wellspring of your wisdom?

What is this mystery set before us, enigmatic newborn lying in a stable manger, born of parents poor, yet destined for this greatness? You must be the One we've hoped for, longed for all our lives. The One who will set us free from our depressions and oppressions, within and without.

Little wonder angels cannot contain their Good News of Great Joy. Little wonder heavenly host sing in chorus,

**Glory to God in the highest,
and on earth peace to men....***

Be my peace, O Prince of Peace. Let its gentle, joyful blanket comfort my nervous soul, and still the warring of your earth.

Be my government, O Christ. Govern not my own heart only, but also this desperate world in which I live.

Be my Everlasting Father and my Counselor. By your counsel guide me out of confusion and turmoil into the sunlight that always shines above my low-lying clouds.

Christian Articles Archive
Joyful Heart Ministries



Spanish Teaching Resources

Educational Websites

Directory of resources for teachers interested in using computer technology in the foreign language classroom (Excellent website)

<http://www.public.iastate.edu/~egarcia/fles.html>

General Vocabulary for Elementary Schools

<http://www.pthsd.k12.nj.us/main/Drew/gspanishvocabul.htm>

Juegos y Canciones para Niños

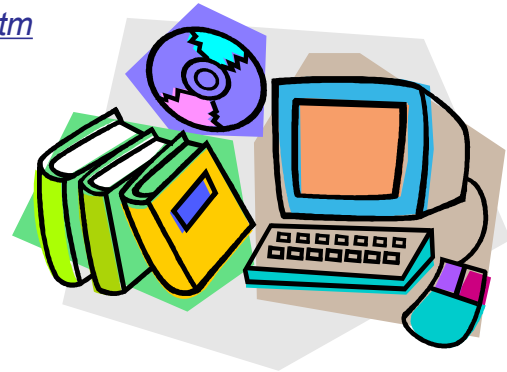
(Songs and games for children) (Excellent website)

<http://www.hevanet.com/dshivers/juegos/>

Microsoft Classroom Teacher Network_

(Lots of wonderful teaching ideas for all subjects)

<http://www.C:education/content/MCTN.asp>



Teaching Spanish in the Elementary Schools

<http://www.teach.fhu.edu/technology/EDU230/elemspanish.html>

World Languages Resources for Elementary School Spanish teacher

(Teacher resources, assessment, stories, songs and games, publishers & webquests. Excellent website)

http://www.geocities.com/sra_rk/worldlang_resources0.htm

Misc. Websites

Schoolnotes.com

(I highly recommend this website if you don't have your own.

I use it to post homework, events and notes for students and parents)

<http://www.schoolnotes.com>

Learn Spanish-Language.com

<http://www.learn-spanishlanguage.com/webquests.htm>

Spanish for Educators

<http://www.arlington.k12.va.us/departments/IMT/AETV/SFE/participating.htm>



Publishers/ Workbooks & Activity books

Hayes School Publishing Co., Inc.

Spanish Crossword Puzzles

Grades 3-61-55767-511-2

Spanish Puzzlers Book 1

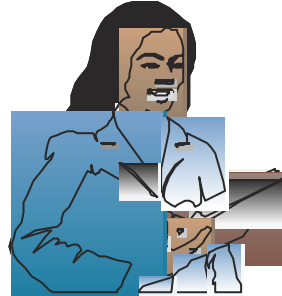
ISBN # 1-55767-236-9

Hablo EspaZol con Perico

ISBN # 155767-012-9

Voy A Mexico con Perico

ISBN #0-88313-062-9



Jordan Music Production

EspaZol para Principiantes

(songbook and cassette)

ISBN # 1-895523-35-4

Languages Alive! Publishing Company

Interactive Spanish/ Lessons for Early Language Learning

Mc Graw-Hill / Children's Publishing

Instructional Fair/ TS Denison

Actividades para Kindergarten

(Activities for Kindergarten)

ISBN # 1-56822-497

Bit of Everything (Un poco de todo) (K-Primary)

(An Introduction to Spanish)

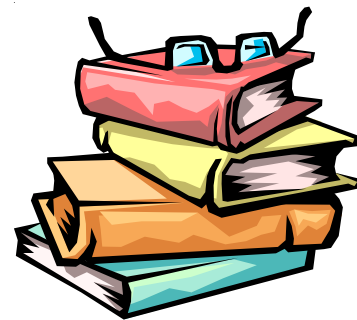
ISBN# 0-513-02105-1

Teach Them Spanish (Grades 1-3)

ISBN# 0-7424-0196-0- (Grade 1)

ISBN# 1-56822-841-4- (Grade 2)

ISBN# 1-56822-842-2- (Grade 3)



Spanish Elementary/ 100 Reproducible Activities

ISBN # 1-56822-197-5

National Textbook Company

¡Viva el EspaZol! / Learning Systems A, B, C



Passport Books

(songbook and cassette)

Let's Sing and Dance in Spanish

ISBN # 0-8442-7079-2

Scholastic Inc. / Professional books*Sight Words in Spanish*

ISBN# 0-439-14115-X

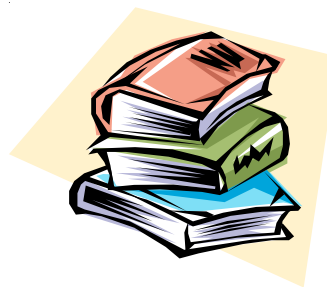
15 reproducible Spanish Write & Read Books

ISBN# 0-439-05176-2

Frank Schaffer Publications

Spanish Elementary Level 1

ISBN#1725723101

**Teaching Materials Catalogs*****Applause Learning Resources***85 Fernwood lane,
Roslyn, New York 11576***Barron's Children's Books***250 Wireless Boulevard
Hauppauge, NY 11788***Carlex***P.O. Box 81786
Rochester, MI 48308
(800) 526-3768***Continental Books***80-00 Cooper Ave. #29
Glendale, NY 11385
(718) 326-0560

Gessler Publishing Co., Inc.

10 E. Church Ave.
Roanoke, Virginia 24011
(800) 456-5825

MEP School Division/ Foreign Language

915 Foster Street
Evanston, IL 60201
(800) 380-8919

Multicultural Books and Videos

28880 Southfield Rd.
Suite 183
Lathrup Village, MI 48076

The Children's Hour

P.O. Box 951
Marblehead, MA 01945
(978) 744-4933

Teacher's Discovery

2741 Paldan Drive
Auburn Hills, MI 48326
1-800-TEACHER



Seven Recommendations You Can Give Every Parent

Over and over again a child's academic success in school is affected by many factors. But one thing is certain: The more teachers and parents choose to work together-and the more parents are involved in the work of their child's education- the better young people do in school. Fortunately most parents want our help-and many know that they need it. Like effective teaching, however, effective parenting is not an easy task.

When we seek parents out- or when they seek us out- our professionalism and expertise need to stand out. And we need to have good recommendations at our finger tips. That will help their children. We must be ready when parents seek us out about a specific problem and be prepared when they want to expand their conversation into more ways they can help their child. Here are seven simple but vital suggestions we can make to help parents enhance the possibilities of their child success in school.

First we can strongly recommend that parents establish a daily family routine for their child. Parents can establish both a time and a quiet time to study. Parents can also assign responsibilities for household chores, be firm about times to go to bed, and set time for the family to be together. Parents need to know that having an established routine helps young people manage time, set priorities, and get their work done.

Second, we can recommend that parents monitor out-of-school activities. They can meet this recommendation in various ways, including setting school-night rules and limits on TV watching. They can check on children when they're not home-and arrange for after school activities and supervised care. Parents need to know that when children are unsupervised and not accountable for their time, their school work almost always suffers. Their unstructured lifestyle can be counterproductive to doing well in school. We can also remind parents that it's not just in the evening hours that young people get into trouble. Many studies point out the fact that it's between the time the students get out of school and when parents get home from work that many people engage in the wrong activities.

Third, we can urge parents to attend school events involving their child-and to support and model the value of school, learning self discipline, and hard work. This can be achieved by communicating with their children through conversation and questioning. Parents can also give testimony to the fact that achievement comes from consistently working hard. It does not come by just wanting and wishing.

Fourth, parents can help their children perform well in school by expressing high but realistic expectations for achievement. They can also do so by setting goals that are appropriate for their child's age and maturity. Too, parents can recognize and encourage special talents. Further, when children overhear their parents telling friends and family about their child's successes, they are more likely to keep their standards and motivation high.



Fifth, by maintaining a warm, caring, and supportive home, parents can encourage their child's development and school progress. This action includes showing interest in child's development and school progress. This action includes showing interest in children's education by supporting homework and projects-and often discussing the advantages of participating in opportunities offered by the school. Career options can be discussed as well. In the process, parents should be urged to stay in touch with teachers and school staff-and always seek answers to their questions and concerns.

Sixth parents should be encouraged to read and discuss interesting topics and issues within the family. Many family activities help meet this need: Reading, listening to children read, and talking about what is being read and studied in class. Families can also discuss the day at dinner, tell stories, and share hopes and dreams as well as problems.

Seventh, parents can use family, school, and community resources to strengthen their children's school performance. They can enroll their children in sports programs and music lessons. They can also introduce children to new activities, including community resources available to young people.

The Master Teacher knows parents need our professional help. After all, our primary expertise lies in knowing what young people need to do to be successful at school. And parents should not be reluctant to ask for our advice-and we shouldn't be reluctant to share it. If our concern is for the welfare of children, giving parents advice is one of the most important things we do. In the same vein, we need to be aware that we need parents. Parents usually know more about their children than we do-and have information we can use to reach and teach their child.

The Master Teacher knows it's wise to give directions and offer recommendations to parents after we ask for their input and advice. We can say, "What do you know about your son or daughter that I should know? How could I help him or her?" Then we can follow up by saying, " Let me recommend some things we know about the relationship between home and school which enhances school success." Remember, teachers and parents both have knowledge needed by the other. Sharing that knowledge can't help but benefit young people-if both we and parents use it professionally, ethically, and constructively.

The Master Teacher
(Vol. 32 No. 7)

