

# *Español al Explorarlo* (Spanish- to be explored)

An Exploratory Study  
of the Spanish Language



Written by

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## Mini Units within the unit include

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- ◆ El Calendario (the calendar)
- ◆ El Alfabeto Español (the Supplement of the Spanish Alphabet)

## Spanish Teaching Resources



# 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, 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.

Helen E. Kovanic



## 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  
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# Saludos

(Greetings)



*Hola, ¿cómo estás?*

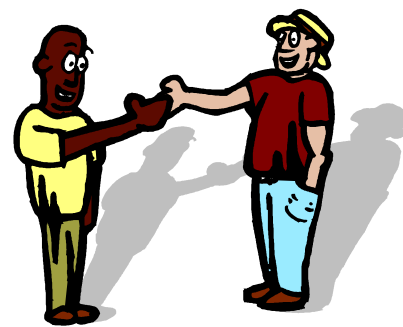


*Muy bien, gracias. Y ¿tú?*



# Saludos

Greetings  
Vocabulario



<b>English</b>	<b>Español</b>	<b>Pronunciation</b>
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>nowmwee 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 too</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>
Good Evening	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 ***Señor, Señora, Señorita***.
- 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  
\_\_\_\_\_.



Mucho gusto

Igualmente

¿Cómo se llama el  
muchacho / la  
muchacha?

Se llama  
\_\_\_\_\_.

Buenos días

Buenas tardes

Buenas  
noches

Adiós

¡Hasta luego!

¡Nos vemos!



## 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 and 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 lesson with the same greetings and leave takings. Students will quickly acquire some phrases using the vocabulary.
2. Younger children learn very quickly singing the songs.
3. Have students stand up when you greet them.



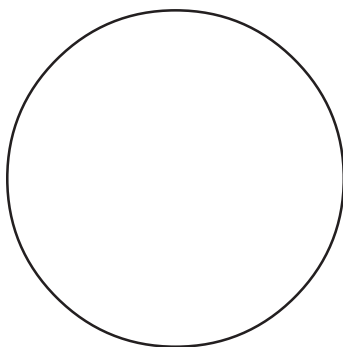
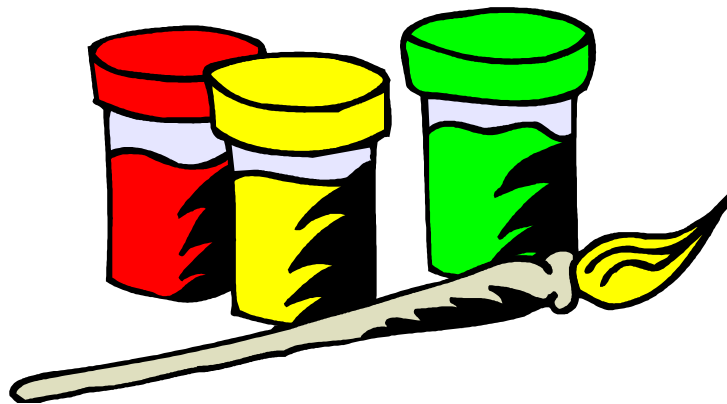
# Activity Ideas

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.
<i>Sí- No</i> 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: <b>"Buenos días. Me llamo Señora/ Sr. _____ y tú, ¿cómo te llamas?"</b> The student throws back the ball and answers: <b>"Muy bien, gracias, ¿y Usted?"</b> Teacher responds: <b>"Muy bien, gracias _____."</b> (name) The teacher then throws the ball to another student and starts the dialogue once again.	beach ball or other large soft ball



# Colores y Formas

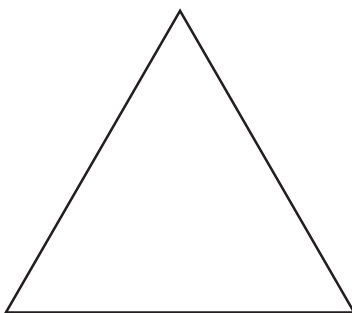
## Colors & Shapes



**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-rahn-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/dah
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
the square	el cuadrado
the rectangle	el rectángulo
the circle	el círculo
small	pequeño
big	grande
What is this?	¿Qué es esto?
It's a _____.	Es un _____.
What's your favorite color?	¿Cuál es tu color favorito?
My favorite color is	Mi color favorito es



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?  
Example: Show me the red circle. Muestreme el círculo rojo.
- \* 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. Touch the blue triangle. Toca el triángulo azul.
- \* 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**

**azul**

**anaranjado**

blanco

**verde**

**morado**

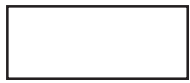
**negro**

**amarillo**



**rosado**

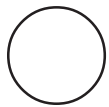
**marrón**



**rectángulo**



**cuadrado**



**círculo**



**triángulo**

**grande**

**pequeño**



**red**

**white**

**blue**

**orange**

**green**

**purple**

**black**

**yellow**



**pink**

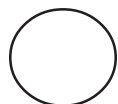
**brown**



**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)

<b>Tres en R</b>		



# Color Quiz

rojo verde	negro azul
verde rojo	blanco morado
rosado anaranjado	anaranjado blanco



# Color Quiz

rojo

rojo

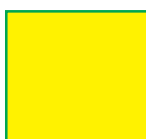
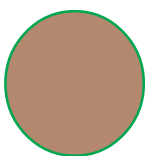
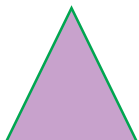
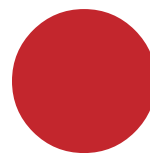
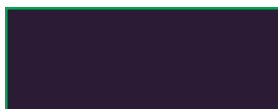
verde

verde

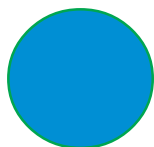
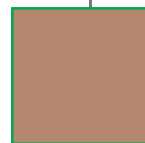
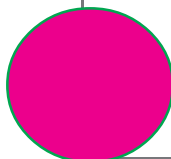
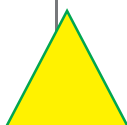
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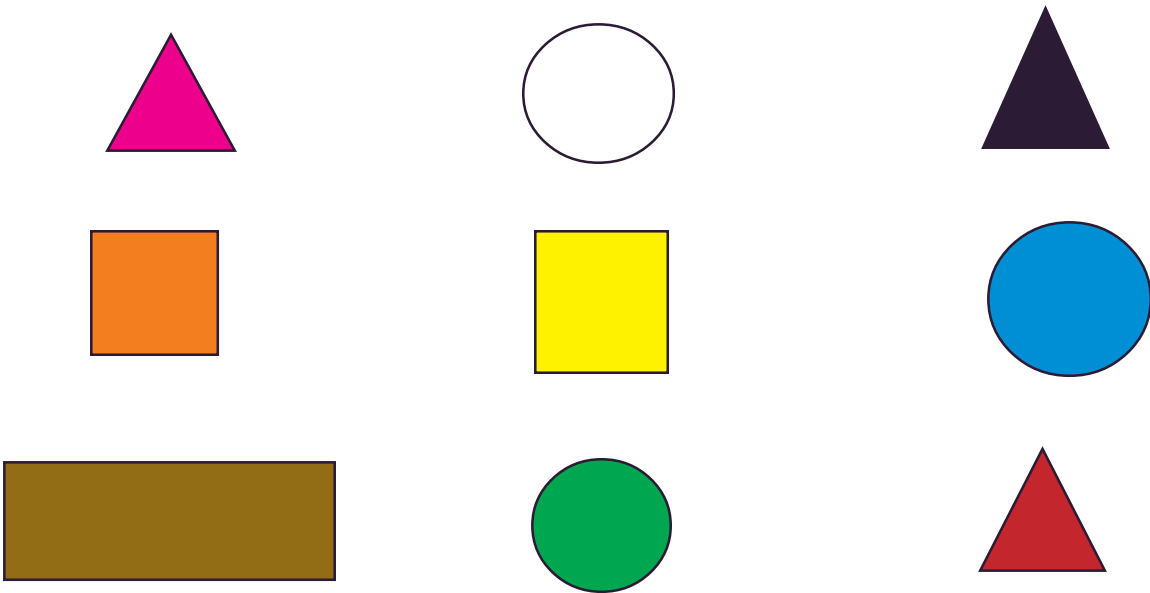
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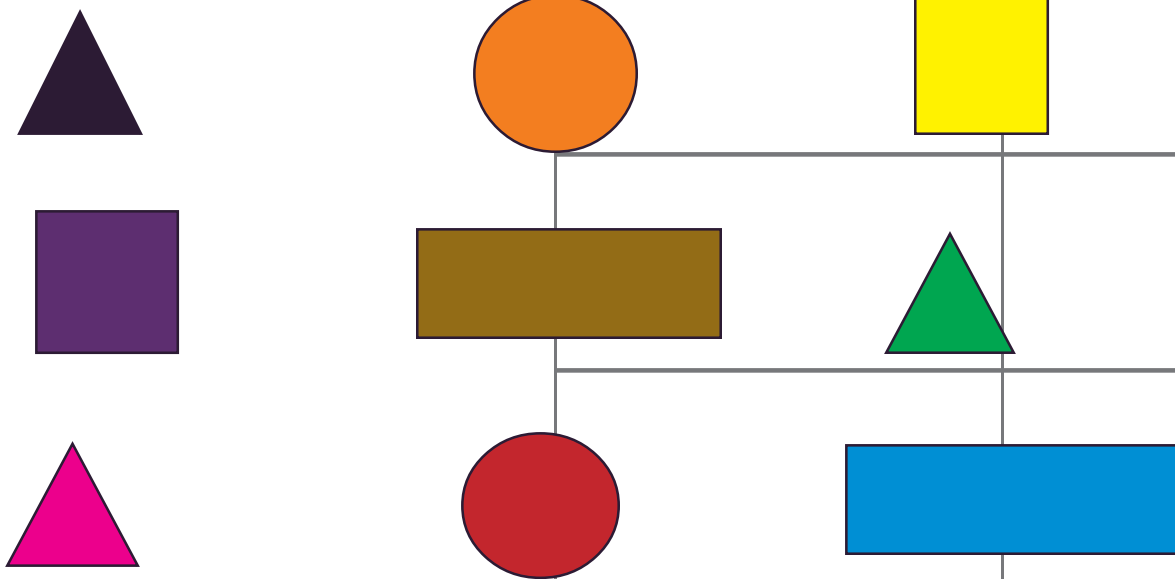


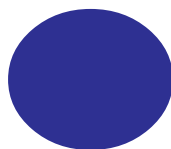
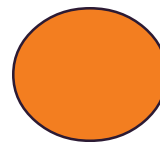
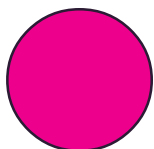
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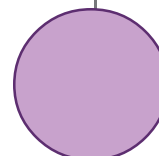
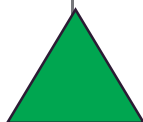
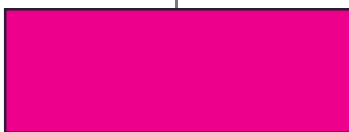
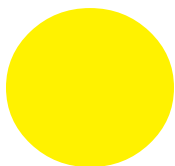


# Las Form





# Las Form



## 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.)

### ***¿Qué color falta?***

(What color is 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 begins 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 turns 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

blanco

rojo

rojo

morado

morado

negro

negro

amarillo

amarillo

anaranjado

anaranjado

verde

verde

rosado

rosado

marrón

marrón



# Los colores

## The Colors

Me llamo \_\_\_\_\_ Date \_\_\_\_\_

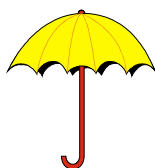
Directions: Draw a line from the picture to the name of the color.



rojo



azul



amarillo

marrón



anaranjado



verde

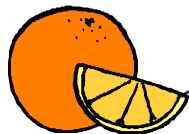
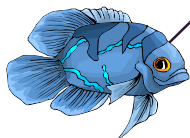


# Los colores

The Colors

Me llamo KEY Date \_\_\_\_\_

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



rojo

azul

amarillo

marrón

anaranjado



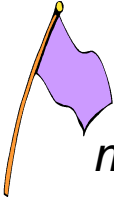





verde



# 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? \_\_\_\_\_



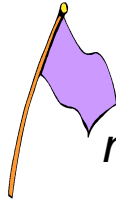
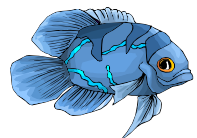




white red orange green pink  
blue yellow brown black purple



# 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 <u>red</u></p>	 <p><i>verde</i> means <u>green</u></p>	<p><i>amarillo</i> means <u>yellow</u></p>
 <p><i>morado</i> means <u>purple</u></p>	 <p><i>azul</i> means <u>blue</u></p>	 <p><i>blanco</i> means <u>white</u></p>
 <p><i>marrón</i> means <u>brown</u></p>	 <p><i>anaranjado</i> means <u>orange</u></p>	 <p><i>rosado</i> means <u>pink</u></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 pequeño es verde.
2. El triángulo grande es anaranjado.
3. El círculo pequeño es rosado.
4. El rectángulo grande es amarillo.
5. El triángulo pequeño es marrón.
6. El círculo grande es rojo.
7. El cuadrado grande es azul.
8. El retángulo pequeño 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 pequeño es verde.
2. El triángulo grande es anaranjado.
3. El círculo pequeño es rosado.
4. El rectángulo grande es amarillo.
5. El triángulo pequeño es marrón.
6. El círculo grande es rojo.
7. El cuadrado grande es azul.
8. El retángulo pequeño 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 \_\_\_\_\_.

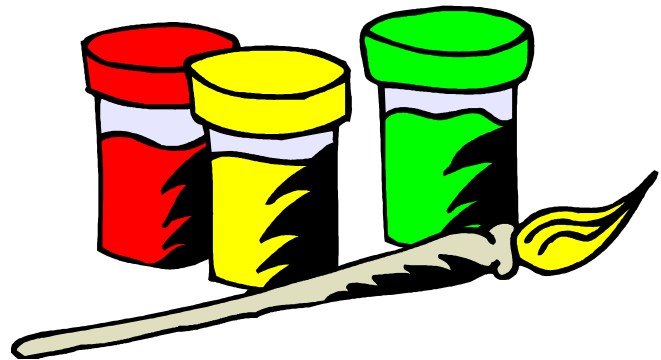
(Sample conversation- directed to one student)

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

**F** círculo

**G** cuadrado

**a** 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
"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 color in Spanish or English (using the Spanish voc. cards). Students turn the card over. When they have three or four in a row they call out " <i>tres</i> " (three) or " <i>cuatro</i> " (four).	Vocabulary cards





# 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 año



**enero**



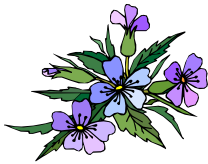
**febrero**



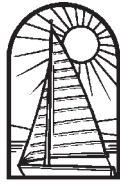
**marzo**



**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?	¿Cual 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/lah _____.
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/l 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, the year 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 año. (*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 otoño.

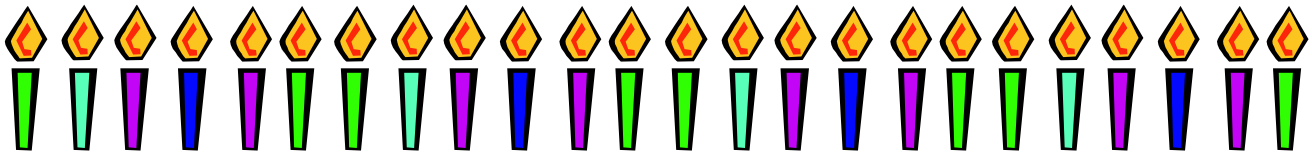
Few leaves on the tree.  
 On the tree, on the tree.  
 Few leaves on the tree.  
 It is Autumn.

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)

Cumpleaños Feliz  
Te deseamos a tí.  
Cumpleaños a \_\_\_\_\_ (name)  
Cumpleaños 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**





<b>September</b>	<b>October</b>
<b>November</b>	<b>December</b>
<b>Spring</b>	<b>Summer</b>
<b>Autumn</b>	<b>Winter</b>



# 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 Señora/Señor/Señorita \_\_\_\_\_!

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

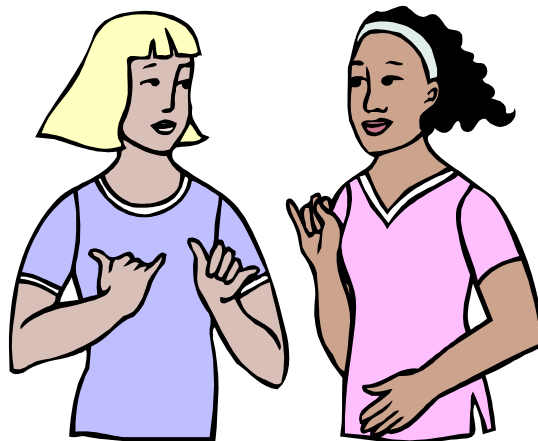
Students: Es el mes de \_\_\_\_\_. (month)

Teacher: Hello, class.

Student: Hello, Mr./Mrs./Miss \_\_\_\_\_.

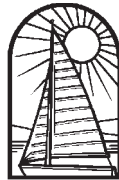
Teacher: What month is this?

Student: It's the month of \_\_\_\_\_.



# Month Quizmo

## Los Meses del año



## Los Meses del año



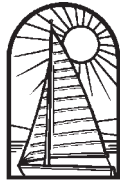








# Los Meses del año



# Los Meses del año



# Los Meses del año

# Los Meses del año

# Monthly Match

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

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 año

Me llamo \_\_\_\_\_ Fecha \_\_\_\_\_

**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 año

Me llamo \_\_\_\_\_ Fecha \_\_\_\_\_

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

enero

julio

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

febrero

agosto

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

marzo

septiembre

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



abril

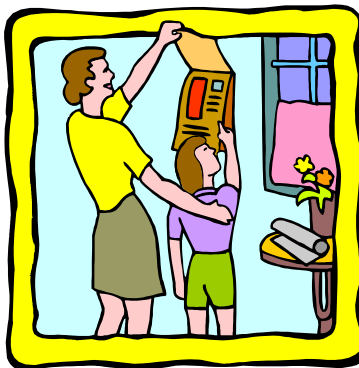
octubre

mayo

noviembre

junio

diciembre



# Los días de la semana

## The Days of the Week

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Directions: Copy the days of the week in Spanish.

domingo

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jueves

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lunes

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viernes

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martes

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sábado

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miércoles

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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
<i>Si o No</i> 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 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







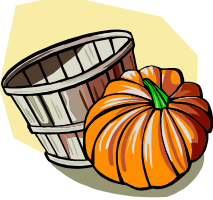



# diciembre



## Bulletin Board Idea

# Los meses del año

 <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

Fecha \_\_\_\_\_

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



marzo



octubre



mayo



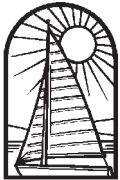
agosto



noviembre



febrero



diciembre



enero

abril



junio



septiembre

julio



¿Cuál es tu mes favorito? \_\_\_\_\_



# Los meses del año

Me llamo KEY Fecha \_\_\_\_\_

**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.

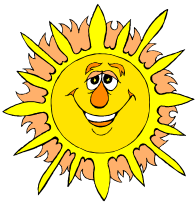
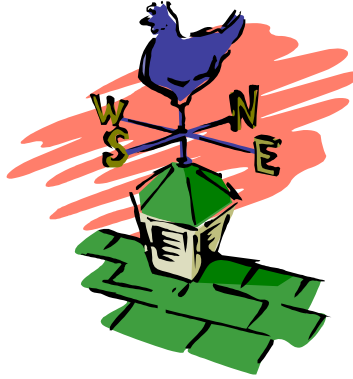
agosto	septiembre	noviembre	mayo
junio	enero	octubre	febrero
marzo	julio	diciembre	abril

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 tiempo y las estaciones

(The weather and the seasons)



Hace sol.



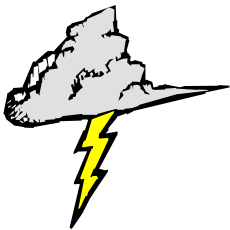
Hace frío.



Hace viento.



Hace calor.



Hace mal tiempo.



Nieva.



Llueve.



Está nublado.

# El tiempo y las estaciones

(The weather and the seasons)

## Vocabulario

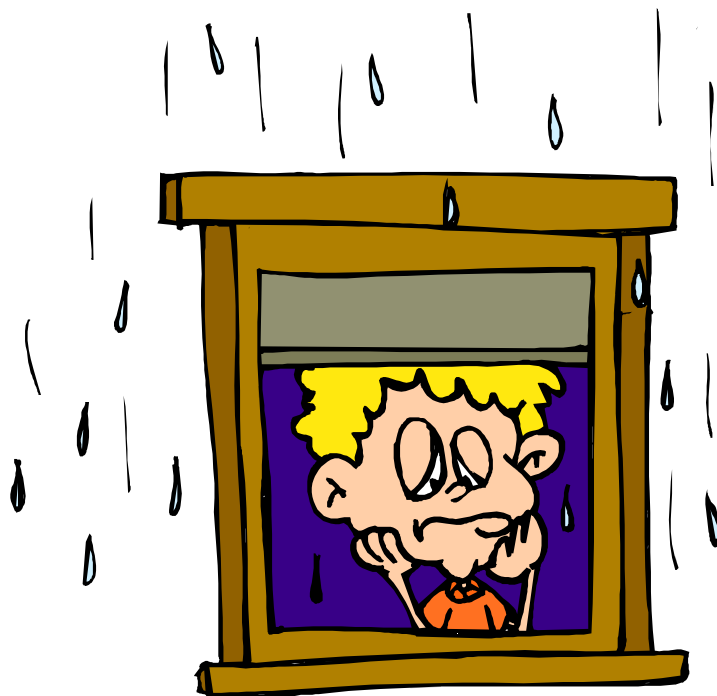
<b><u>Inglés</u></b>	<b><u>Español</u></b>	<b><u>Pronunciation</u></b>
It's cold.	Hace frío	ah-seh free-yoh
It's hot.	Hace calor	ah-seh kah-lore
It's sunny.	Hace sol	ah-seh sohl
It's cool.	Hace fresco	ah-seh frehs-koh
It's windy.	Hace viento	ah-seh byen-toh
It's good weather.	Hace buen tiempo	ah-seh bwehn tyem-poh
It's bad weather.	Hace mal tiempo	ah-sehmalh tyem-poh
It's cloudy.	Esta nublado	ehs-tah noo-blah-doh
It rains.	Llueve	jweh-beh
It snows.	Nieva	nyeh-bah
What's the weather like?	¿Qué tiempo hace?	keh tyem-poh ah-seh
What's the weather like in the _____?	¿Qué tiempo hace en _____?	keh tyem-poh ah-seh enh _____ (season)
It's _____.	Hace _____. Está _____.	ah-seh _____ or ehs-tah _____.
The seasons	Las estaciones	lahs ehs-tah-seeoh nehs
Spring	La primavera	lah pree-mah-beh-rah
Summer	El verano	el beh-rah-noh
Fall	El otoño	el oh-toh-nyoh
Winter	El invierno	el een-byehr-noh





**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.

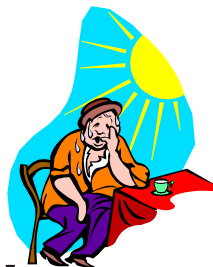


# Vocabulary Cards

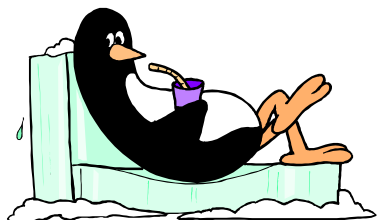
## *El tiempo*



Hace frío.



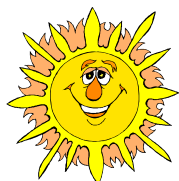
Hace calor.



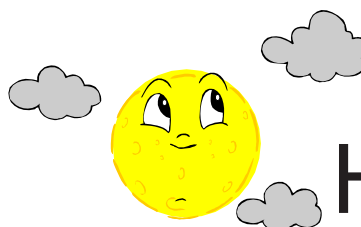
Hace fresco.



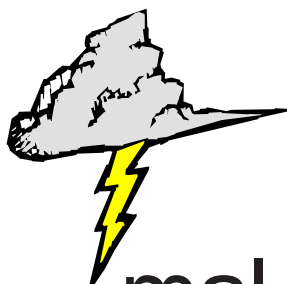
Hace viento.



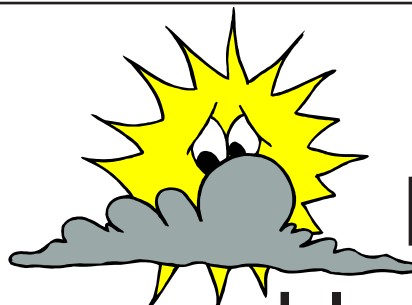
Hace sol.



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.



**It snows.**

**It rains.**

**What's the  
weather like?**

**The seasons**

**Spring**

**Summer**

**Fall**

**Winter**



# 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.

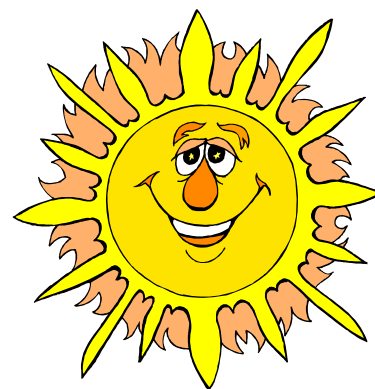
English translation:

## (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!

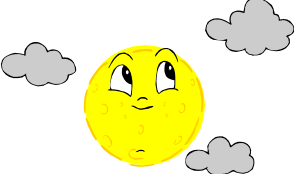


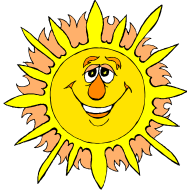





## (Sample conversation- directed to the class)

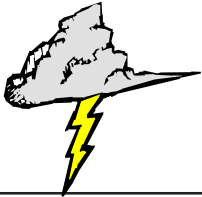


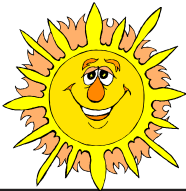

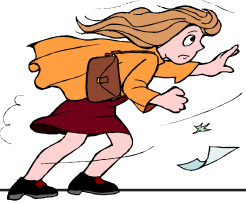
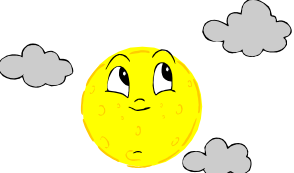


- Teacher: Buenos días, Sara.  
 Students: Buenos días, (Señora/Señorita/Señor) \_\_\_\_\_.  
 Teacher: Sara, ¿qué tiempo hace hoy?  
 Students: Hace \_\_\_\_\_.  
 Teacher: Y ¿qué tiempo hace en la primavera (el verano/otoño/el invierno)?  
 Students: Hace \_\_\_\_\_.  
 Teacher: Muy bien, Sara.



# Games





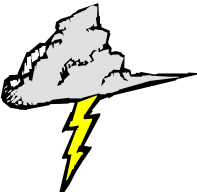
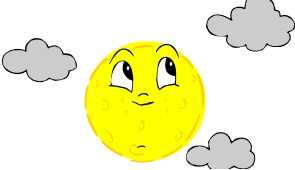
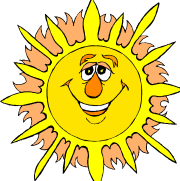


Copy and cut Quizmo cards. Copy cards in different colors . Variation: Instead of calling it Quizmo, call it “tres en raya” (three in a line). Students call out “tres” instead of Quizmo.

Weather Quizmo		
		
		
		









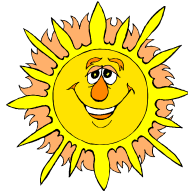
Weather Quizmo		
		
		
		








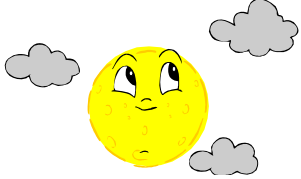



# Weather Quizmo



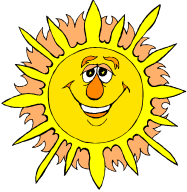



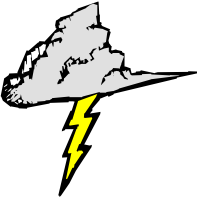


# Weather Quizmo

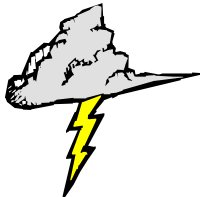
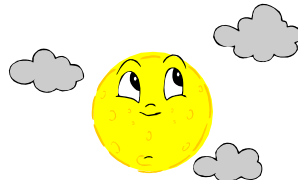
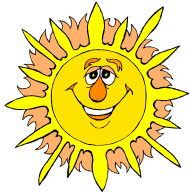
## Weather Quizmo

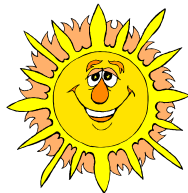
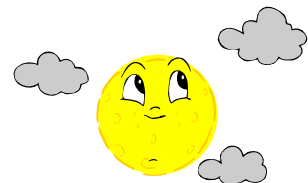
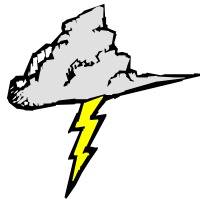
## Weather Quizmo

# Weather Quizmo



# Weather Quizmo

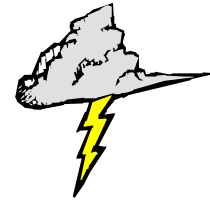




# Additional Games

¿Qué tiempo hace?

## Charades



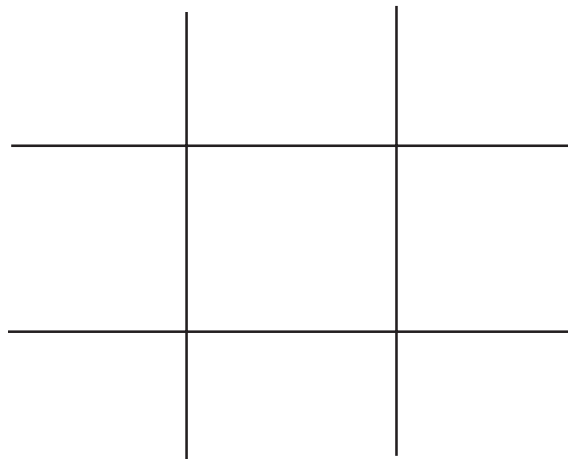
Teach the children different ways of acting out the different weather patterns. Use vocabulary cards. Give or show the student player the vocabulary card and have the student act out the weather while class guesses in Spanish. The teacher asks “Clase, ¿Qué tiempo hace?”

## 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.

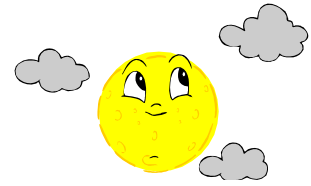
## Tic-Tac-Toe

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 \_\_\_\_\_ Fecha \_\_\_\_\_

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.

\_\_\_\_\_  
-----  
\_\_\_\_\_





## ¿Qué tiempo hace?



Me llamo \_\_\_\_\_ Fecha \_\_\_\_\_

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 Fecha \_\_\_\_\_

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 good weather
3. Hace mal tiempo. It's bad 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 \_\_\_\_\_ Fecha \_\_\_\_\_

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)



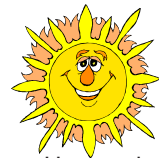
*invierno* \_\_\_\_\_  
(een-vyehr-noh)



# ¿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.

Hace sol.

6

3



Hace mal tiempo.

2

Hace calor.

7

Nieva.

4

Hace buen tiempo.

5

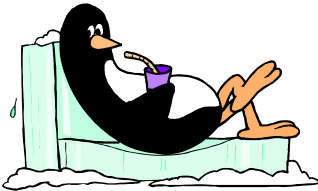


ACTIVITIES	DIRECTIONS	MATERIALS
Greeting and Weather	After the days of the week and the weather have been introduced, make it a habit to ask what day it is and what the weather is like every morning.	None
Singing Songs	Write down the words of the song on a large piece of paper.	Large piece of paper Markers
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\_\_.

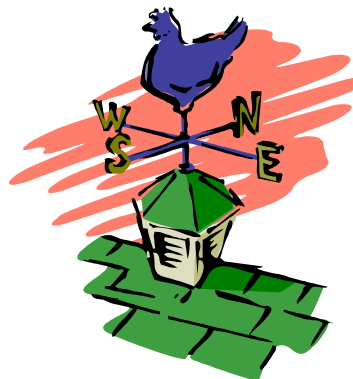
(day) (month) (year)

Es \_\_\_\_\_

(Season)

Hoy \_\_\_\_\_

(Weather expression)



# 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**



## 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

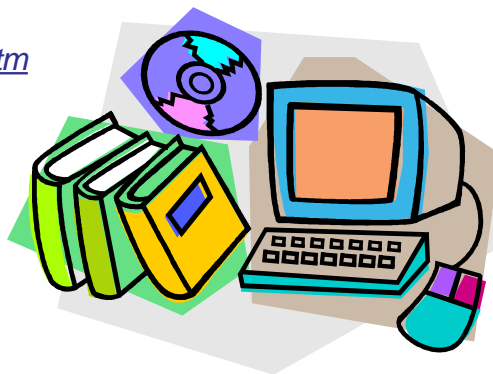
(Songs and games for children) (Excellent website)

<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](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 Español con Perico

ISBN # 155767-012-9

Voy A Mexico con Perico

ISBN #0-88313-062-9



### Jordan Music Production

Español 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

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(An Introduction to Spanish)

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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 Español! / Learning Systems A, B, C



**Passport Books**

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*Let's Sing and Dance in Spanish*

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

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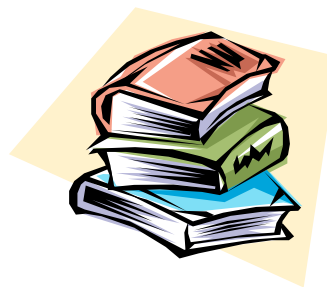
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