

Vamos a la Escuela



Vamos a la Escuela

Vocabulario

[LISTEN TO THE VOCABULARY](#)

Inglés	Español	Pronunciación
the school	la escuela	lah ehs-cooeh-lah
the roof	el tejado	ehl teh-hah-doh
first floor	el primer piso	ehl pree-mehr pee-soh
second floor	el segundo piso	ehl seh-gooh-doh pee-soh
the basement	el sótano	ehl soh-tah-noh
playground	el patio de recreo	ehl pah-tyoh deh re-creeh-oh
the office	la oficina	lah oh-fee-cee-nah
the gym	el gimnasio	ehl geem-nah-syoh
the bathrooms	los baños	lohs bah-nyohs
the stairs	las escaleras	lahs ehs-kah-leh-rah
the library	la biblioteca	lah bee-blyoh-teh-kah
the cafeteria	la cafeteria	lah kah-feh-teh-reeah
the classroom	el salón de clase	ehl sah-lohn deh klah-se
the door	la puerta	lah pooehr-ta
the window	la ventana	lah behn-tah-nah
the wall	la pared	lah pah-rehd
the clock	el reloj	ehl reh-loh
the bulletin board	el tablón de anuncios	ehl tah-blohn deh anoon-cy-ohs
the file cabinet	el archivo	ehl ahr-chee-boh
the light	la luz	lah loos
the globe	el globo	ehl gloh-boh
the wastebasket	la papelera	lah pah-peh-leh-rah
the bookcase	el estante	ehl ehs-tahn-teh
the (teacher's) desk	el escritorio	ehl ehs-cree-toh-rioh
the (student's desk)	el pupitre	ehl poo-pee-treh
the chair	la silla	lah see-yah
the teacher	el/ la profesor/ a	ehl/lah proh-feh-soh-r/ah
the principal	el director/ la directora	ehl/ dee-rehk-tor/ah
the nurse	la enfermera	lah ehn-fer-meh-rah
the counselor	el consejero	ehl kohn-seh-heh-roh
the janitor	el conserje	ehl kohn-sehr-heh



Vamos a la Escuela

Frases y expresiones (phrases and expressions)

[LISTEN TO THE VOCABULARY](#)

Inglés	Español	Pronunciación
Where do you go?	¿A dónde vas?	ah dohn-deh bahs
I go to school.	Voy a la escuela.	boy ah la ehs-kooeh-lah
What are you going to do?	¿Qué vas a hacer?	Keh bahs ah ah-sehr
I'm going to ..	Voy a (estudiar)	boy ah.....
Where does ---- go?	¿A dónde va?	ah dohn-deh bah
He or she goes to...	Va a (la biblioteca...)	bah ah
What is she going to do?	¿Qué va a hacer?	keh bah ah ah-seher
He/ She is going to ...	Va a	bah ah
Do you like school?	¿Te gusta la escuela?	teh goos-tah lah ehs-kooeh-lah
Yes, I like it.	Sí, me gusta.	see meh goos-tah
Yes, I like it a lot.	Sí, me gusta mucho.	See meh goos-tah moo-choh
No, I don't like it.	No, no me gusta	noh, noh meh goos-tah
What's this?	¿Qué es esto?	keh ehs ehs-toh
Who is this?	¿Quién es?	kee-ehn ehs
Who works at the school?	¿Quién trabaja en la escuela?	kee-ehn trah-bah-hah ehn lah ehs-kooeh-lah
At the school	En la escuela trabaja (el/ la maestra)	ehn lah ehs-kooeh-lah trah-bah-hah (ehl/ lah) ...
I need to go to.	Necesito ir a ...	neh-seh-see-toh eer ah
What's in the classroom?	¿Qué hay en el salón de clase?	keh ahee ehn ehl sah-lohn deh klah-seh
What's in the school?	¿Qué hay en la escuela?	Keh ahee ehn lah ehs-kooeh-lah
There's a/ an There are	Hay (un/ una, unos, unas)	ahee (oon, oonah, oonohs, oonahs)



Note to the teacher:

Review the verb- Ir (to go) voy - I go
 vas- you go
 va- he/ she goes
 vamos- we go
 van- they go

(sing verb song in "A dónde vamos")

You can ask questions such as:

¿A dónde vas/ va? Voy a ../ va a...
¿Qué vas/ va ... a hacer? Voy a ../ va a...

The indefinite articles "a", "an" are: un (oon), una (oo-nah), unas (oo-nahs) and unos (oo-nohs)

The definite article the is: el (ehl), la (lah), los (lohs), las (lahs)

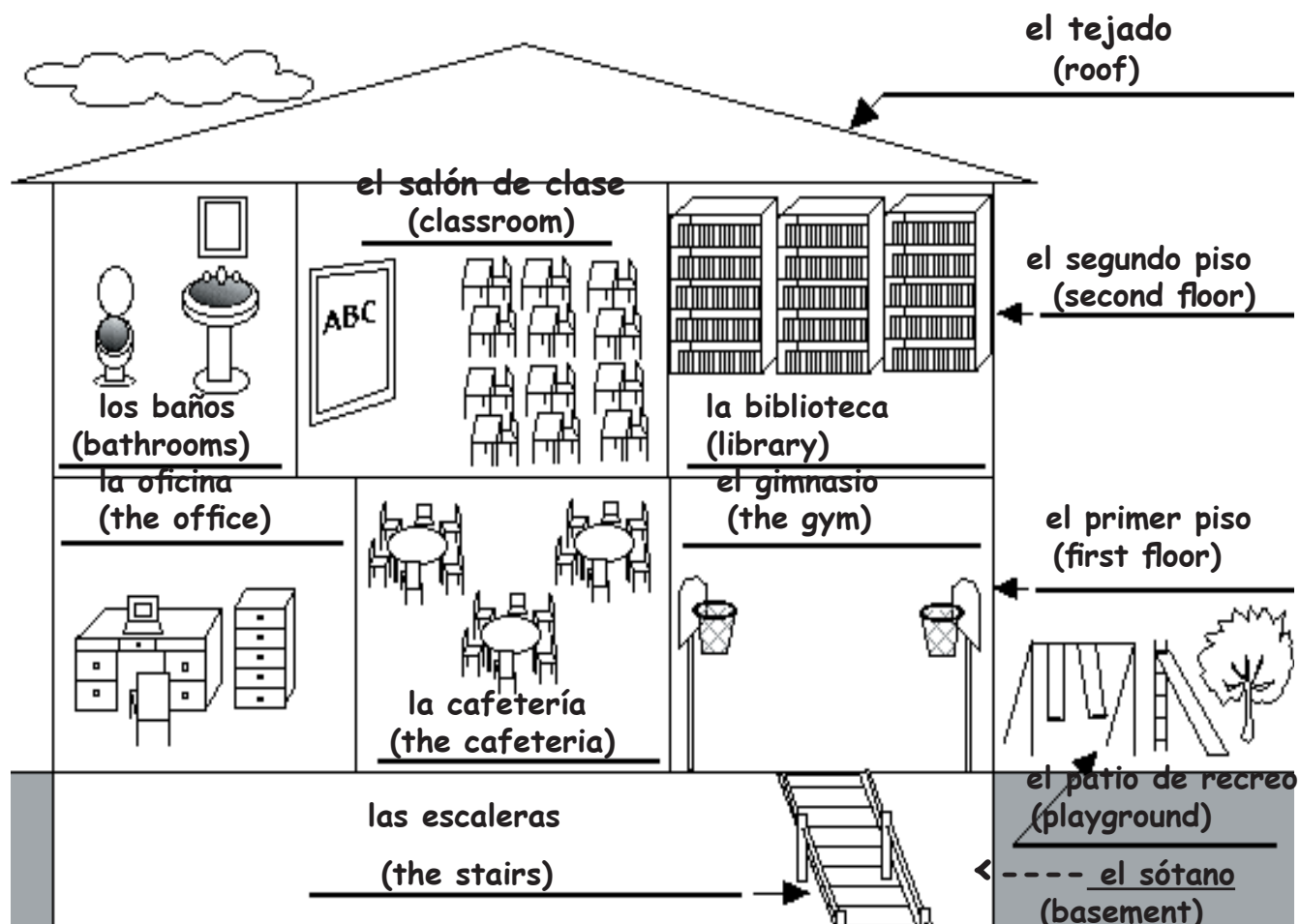
As a rule nouns that end in "a" take: la, las una, unas- depending on whether they are singular or plural- (plural will end in -s like English)

Nouns that end in "o" /or "e" take: el, los, un, unos- depending on whether they are singular or plural- (plural will end in -s like English)

However, as you will notice there are some exceptions. For these it is best to learn the definite article that goes in front of the noun.



La Escuela



Introductory Activities

Introduce the vocabulary using flashcards of places you go and things we do. If using photocopies, make enough copies and distribute a set to each student. Here are several activities you can do.

1. Show each flash card. Say the name of the item and have students hold flash card and repeat after you.
Say: **"Repitan, por favor- ... la papeleria" . "Muy bien, clase"**
(Reh-pee-tahn pohr fah-vohr. lah pah-peh-leh-rah mooee bee-ehn klah-seh)
(Repeat, please- the waistbasket) (Very well, class)
2. (For younger children) Show each flash card or object, say the name and pass it from student to student. Each one holds it while repeating the word.
3. Sing songs. If possible illustrate them. Give each student a set of cards and have them show them as they sing.
5. After introducing the places in the school, you can proceed to connect with things we do there by asking "¿Qué vas a hacer en ...?", if they have already learned the things they do in these places such jugar, estudiar, leer...

Teacher: "¿Qué vas a hacer (en la biblioteca, en el patio de recreo,...)?"

(What are you going to do (at the library)?)

Students: "Voy a (leer, estudiar, jugar...)"

(I'm going to (read, study)

Teacher: Muy bien.

(Very well.)

6. Teach students to say where they need to go.
The phrase is "Necesito ir a" (neh-seh-see-toh eer ah)
(I need to go)

Student: Maestra, necesito ir al baño.

Teacher: Muy bien, _____ puedes ir. (pooeh-dehs eer) (You may go.)

7. Have students hold flash cards of places in the school.
Choose a few at a time and ask the class:

Teacher: ¿A dónde va _____? (Where does _____ go?

Students: Va a (a la biblioteca, la cafeteria...) He or she goes to?



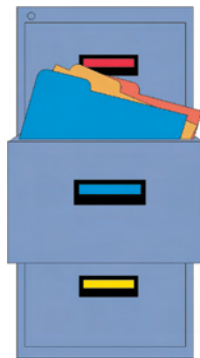
Developing & Culminating Activities

Activities	Directions	Material Needed
Handwriting Practice	Use handwriting practice to reinforce the new vocabulary. Have students copy the words in their best handwriting. Or copy the vocabulary on handwriting paper and skip every other line	handwriting paper
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set. Pronounce and have students recite the Spanish words on the flashcards.	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
"Spanish Bee"	Play like spelling bee. Students say in Spanish the word the teacher says in English.	small flash cards
Drawing challenge	The person who is drawing in each team reads the first flashcard and draws a picture of the named item while team members try to guess. The person who guesses first draws the next picture.	board, chalk or markers
Label the classroom	Divide students in two groups each. Each group writes the assigned words on cards and tapes them to the corresponding objects.	Vocabulary list, cards, markers
Find it game	Divide students into two or more teams. Each team is asked to find and point to an object that the teacher names. The first team to do so earns a point.	Vocabulary list
Quizmo	Use the enclosed table to play Quizmo with your students. Have them create their own playing card by labeling each box with words from the vocabulary list.	Photocopy quizmo game sheets
Guess What? Game	Teacher thinks of an object and gives students clues (such as: es grande, es verde) Students guess the object in Spanish.	
Bulletin Board Idea	Label it "En el Salón de Clase." Put pictures of items in the classroom and label them. Students could also draw them and label them as well.	pictures of classroom items
Bulletin Board Idea	Label it "Las personas en nuestra escuela." Put real pictures of your school staff and label each picture with their job underneath.	pictures of staff members

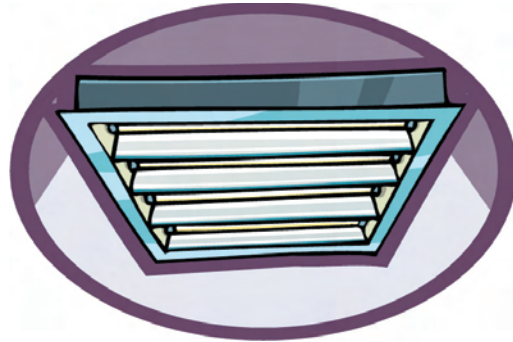
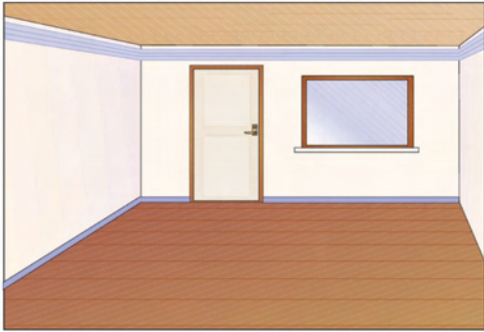


En la escuela

Vocabulario

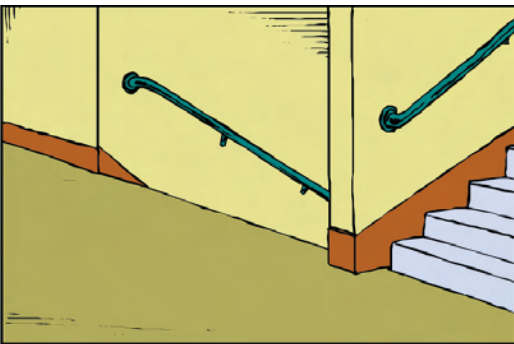
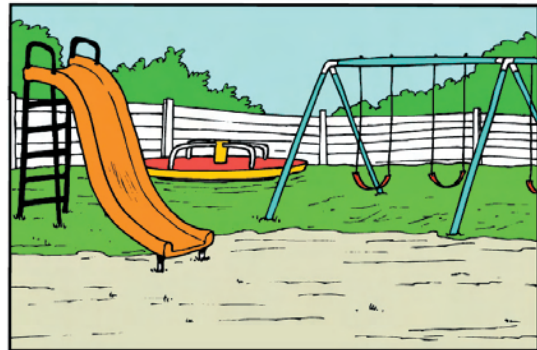
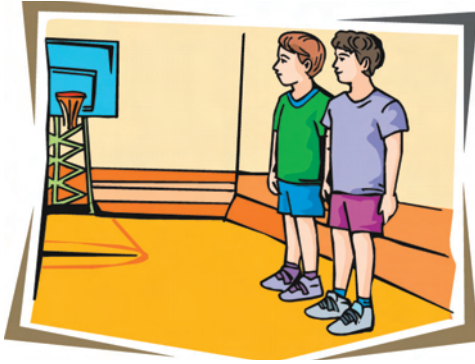


En la escuela Vocabulario



En la escuela

Vocabulario



Las personas en la escuela

Vocabulario



En la escuela Vocabulario

el escritorio	la papelera
el piso	la luz
la ventana	el estante
el libro	la silla

En la escuela Vocabulario

la escuela	la pizarra
el tablón de anuncios	el reloj
el archivo	la bandera
el globo	el pupitre

En la escuela Vocabulario

los baños	la cafetería
el gimnasio	los baños
la oficina	el patio de recreo
la escalera	

Las personas en la escuela

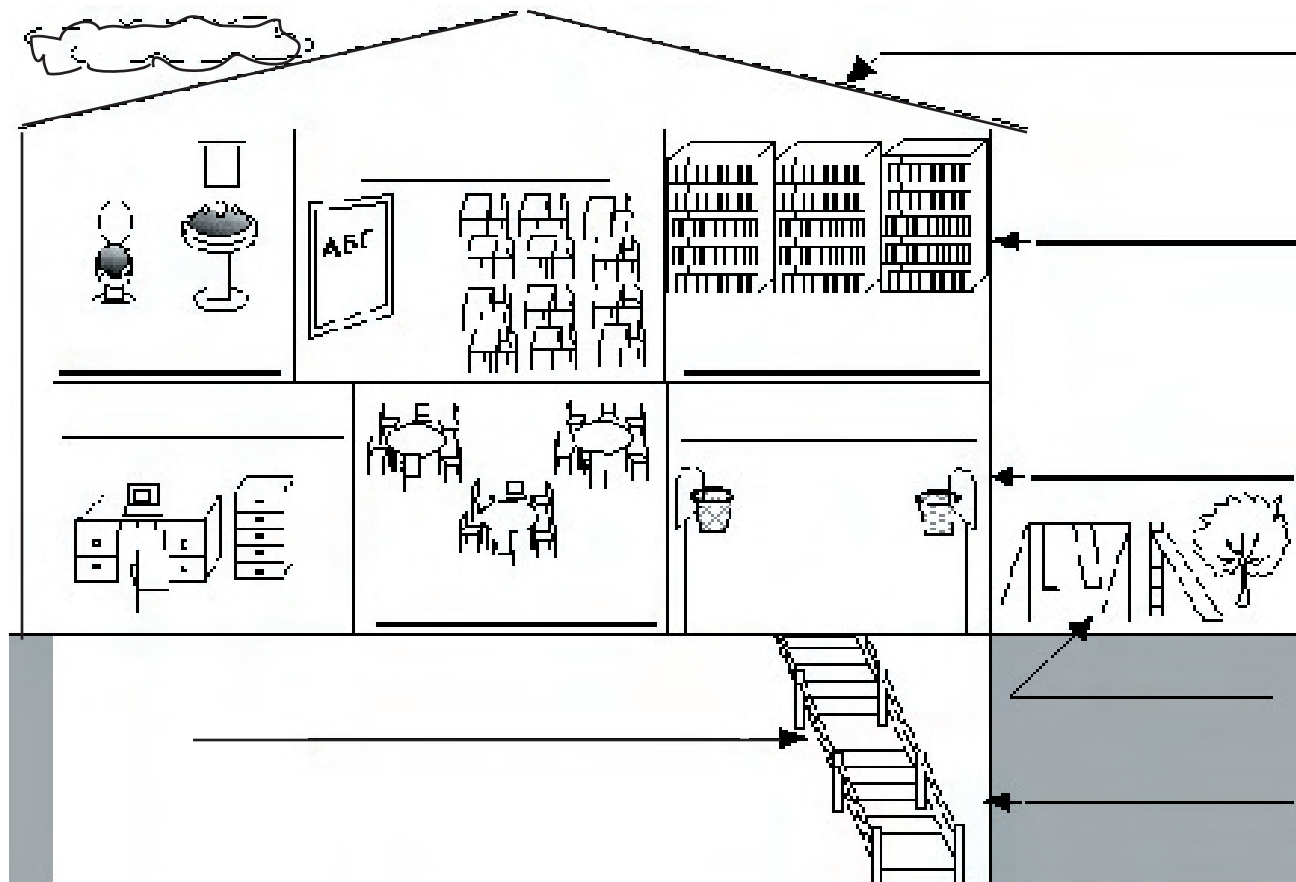
Vocabulario

la maestra	el director
la enfermera	el consejero
el conserje	el chofer de autobus

Nombre _____

La Escuela

Label the school. Use the word bank below.



los baños	el gimnasio	el salón de clase
la biblioteca	la oficina	el segundo piso
la cafetería	el patio de recreo	el sótano
las escaleras	el primer piso	el tejado

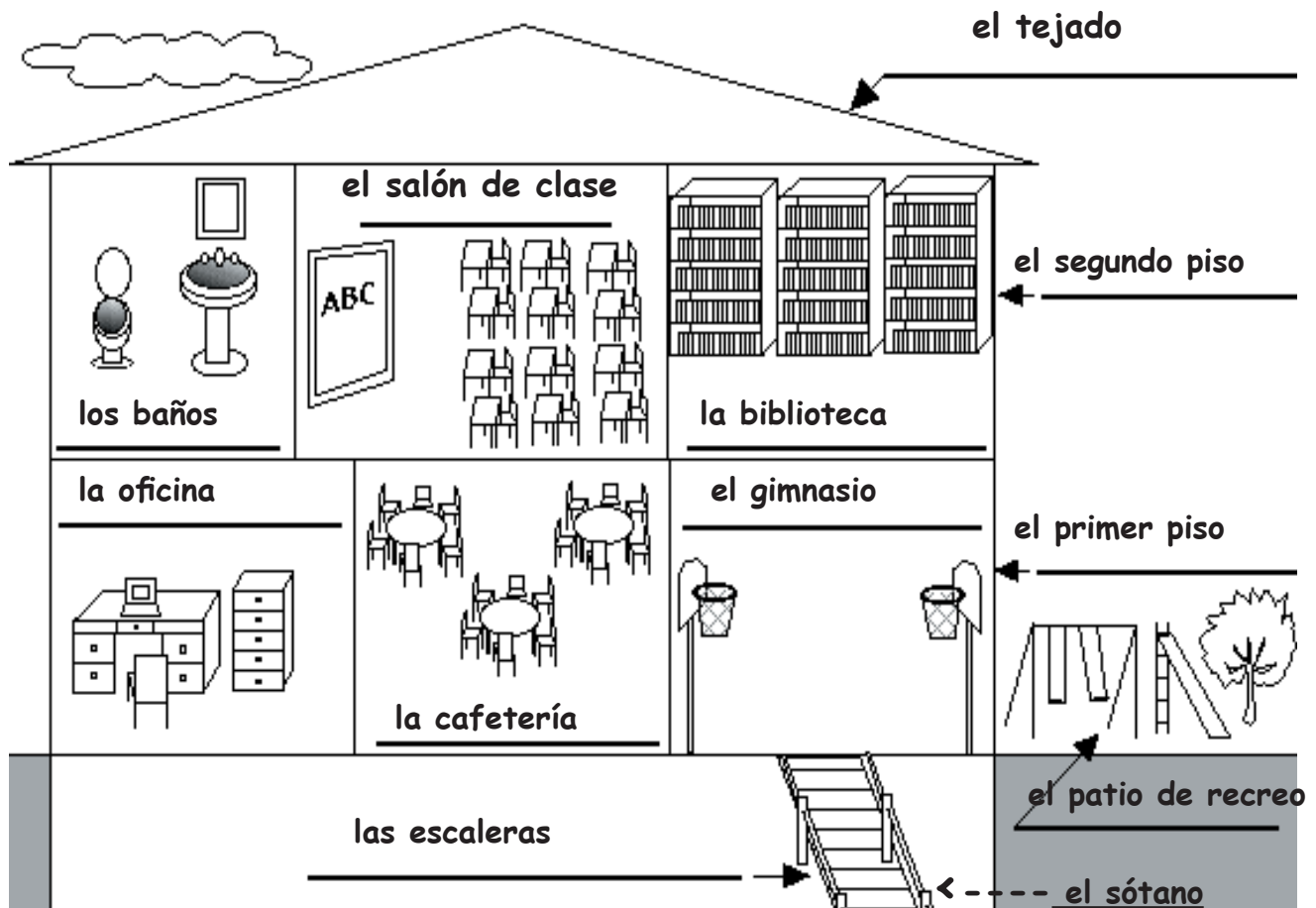
Quizmo Cards



ANSWER KEY

La Escuela

Label the school. Use the word bank below.



los baños la biblioteca la cafetería las escaleras	el gimnasio la oficina el patio de recreo el primer piso	el salón de clase el segundo piso el sótano el tejado
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En el salón de clase

(In the classroom)



El salón de clase

The classroom

Vocabulario

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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
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")

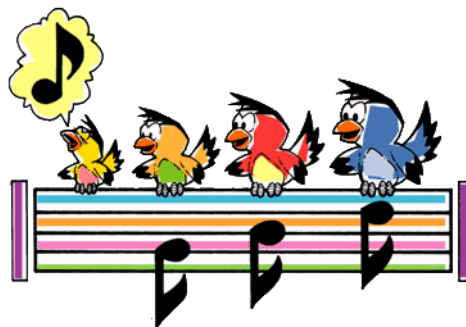
En mi escuela hay una tiza.
Hay una tiza, hay una tiza.
En mi escuela hay una tiza.
Y aquí está.

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

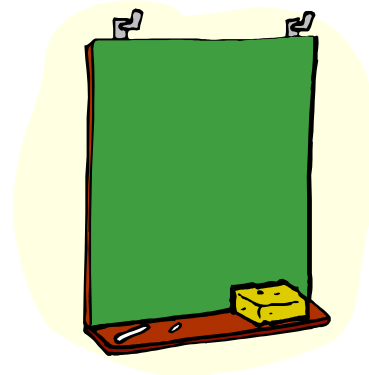
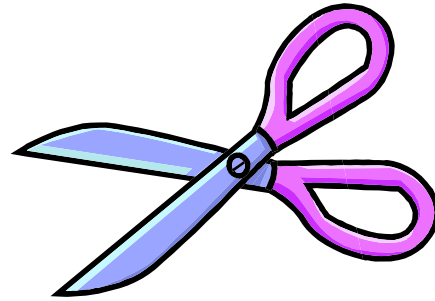
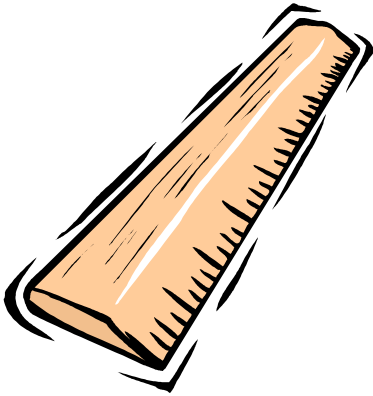
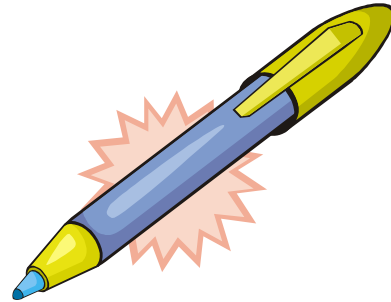
Vocabulary Cards

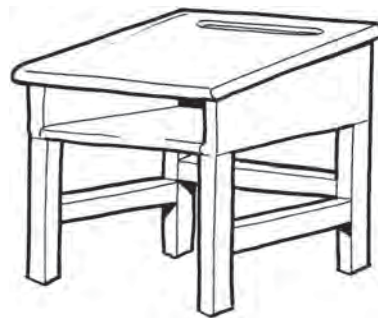
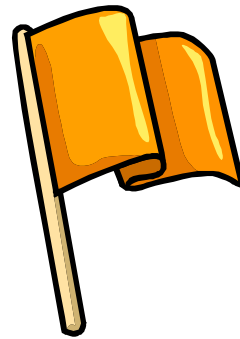
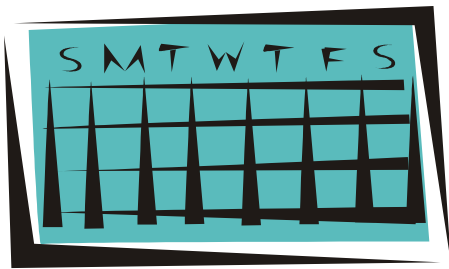
Classroom Objects

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

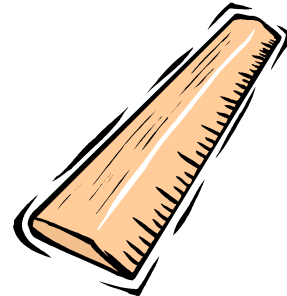




Putting it Together

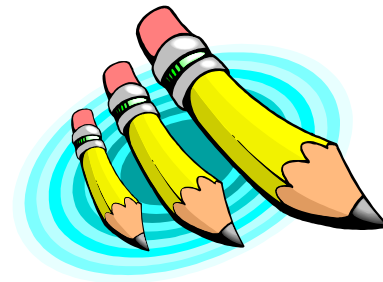
(Sample conversation- directed to the class)

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 _____.



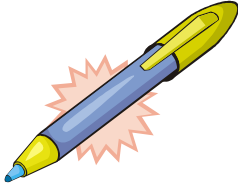
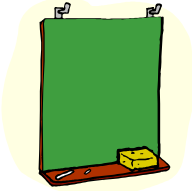
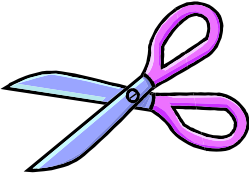
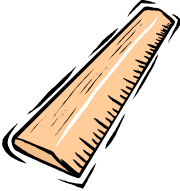
Teacher: Buenos días, clase!
 Students: Buenos días, Sr./Sra. _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.

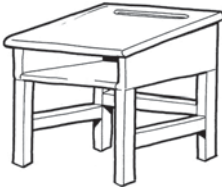
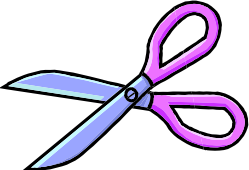
(After distributing pictures of items to students, ask them to show the items in the vocabulary list)

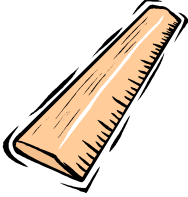
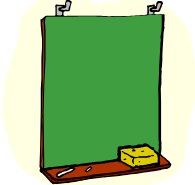
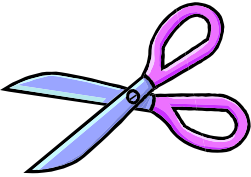
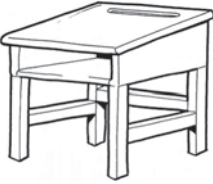
Teacher: Clase muestren (*moo-ehs-trehn*) (show) (el lápiz, la regla, el libro, etc.)
 Students: (Students respond by showing the items asked for.)
 Teacher: Excelente, clase. Ahora (now) muestren.....

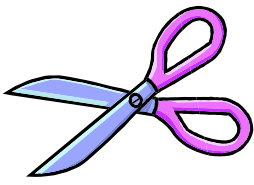
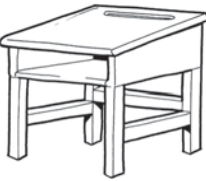
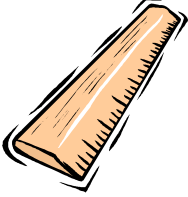
Other affirmations: Buen trabajo (*boo-ehn trah-bah-ho*) good job!
 Bien hecho (*bee-ehn eh-choh*) well done!

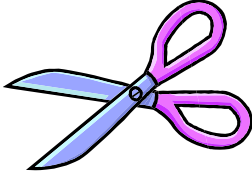
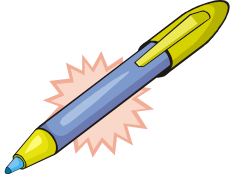
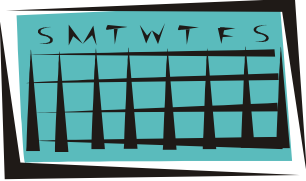
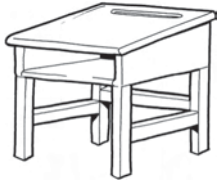
Quizmo

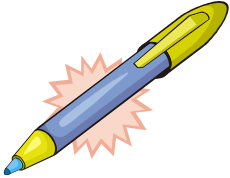
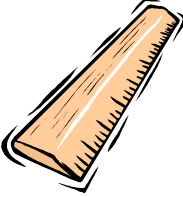
El salón de clase		
		
		
		

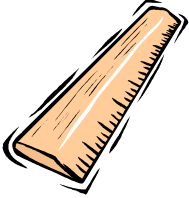
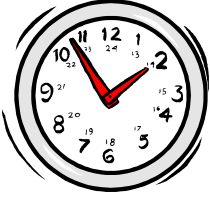
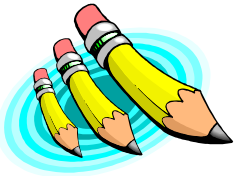
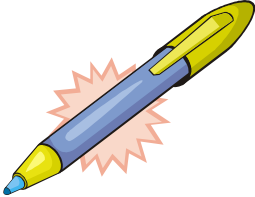
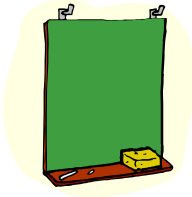
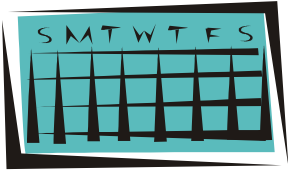
El salón de clase		
		
		
		

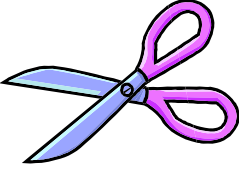
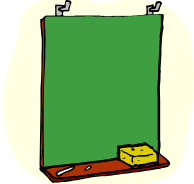
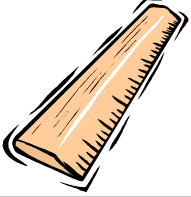
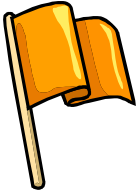
El salón de clase		
		
		
		

El salón de clase		
		
		
		

El salón de clase		
		
		
		

El salón de clase		
		
		
		

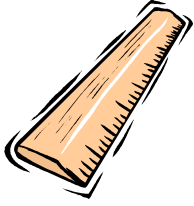
El salón de clase		
		
		
		

El salón de clase		
		
		
		

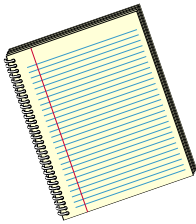
Nombre _____

Fecha _____

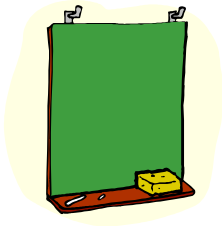
Match the pictures with their Spanish names.



pizarra



libro



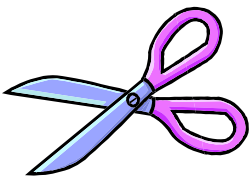
lápiz



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

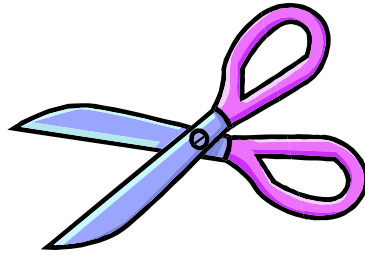
la silla

la mesa

el pupitre

la pizarra





la tiza

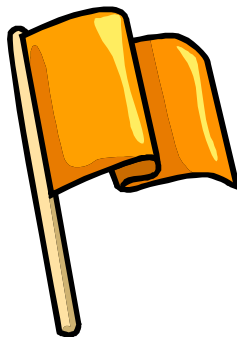
la bandera

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.

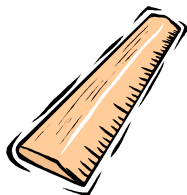
<i>libro</i> means _____		<i>pupitre</i> means _____	
<i>lápiz</i> means _____		<i>pizarra</i> means _____	
<i>pluma</i> means _____		<i>tiza</i> means _____	
<i>papel</i> means _____		<i>bandera</i> means _____	
<i>mesa</i> means _____		<i>reloj</i> means _____	
<i>silla</i> means _____		<i>globo</i>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

La Escuela

Nombre _____

Fecha _____

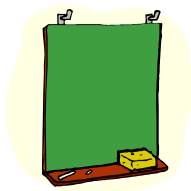
Directions: Read the word. Say it aloud. Write the word and say it again as you write it.



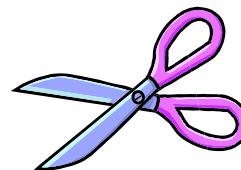
la regla
(reh-glah) _____



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

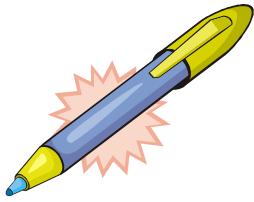
Dibuja tu objeto de la clase favorita. (Draw your favorite classroom object.) 8	Los Objetos de la Case el crayón  la pluma  las tijeras  el lápiz  la regla  la tiza  Mi nombre es 1
Dibuja un libro. 2	Dibuja un lápiz. 7

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>Muestrame 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.

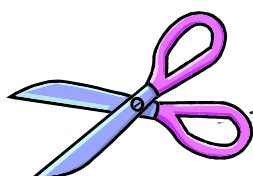
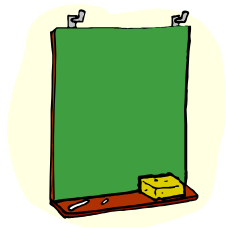
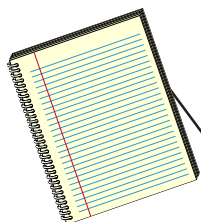
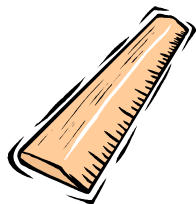
Object Cake Walk

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 lapiz

el papel

la pluma

el papel

la pluma

la silla

la mesa

la silla

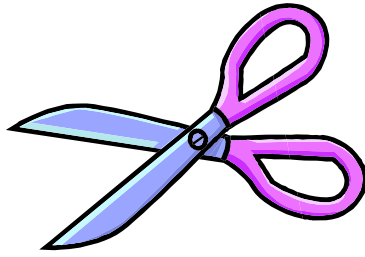
la mesa

el pupitre

la pizarra

el pupitre

la pizarra



la tiza

la bandera

la tiza

la bandera

el reloj

el globo

el reloj

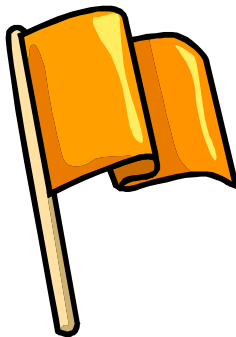
el globo

la regla

el calendario

la regla

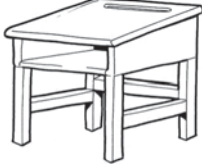
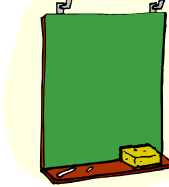
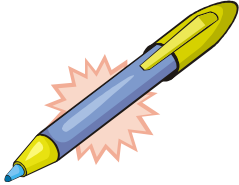
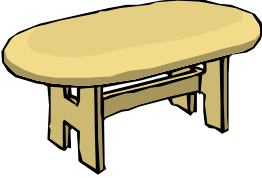
el calendario



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.

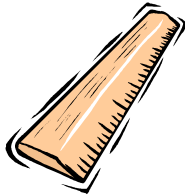
<i>libro</i> means <u>book</u>		<i>pupitre</i> means _____	
<i>lápiz</i> means _____		<i>pizarra</i> means _____	
<i>pluma</i> means _____		<i>tiza</i> means _____	
<i>papel</i> means _____		<i>bandera</i> means _____	
<i>mesa</i> means _____		<i>reloj</i> means _____	
<i>silla</i> means _____		<i>globo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

La Escuela

Nombre Key

Date _____

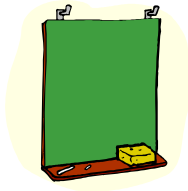
Directions: Read the word. Say it aloud. Write the word and say it again as you write it.



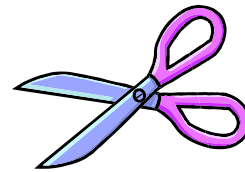
la regla
(reh-glah) la regla



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



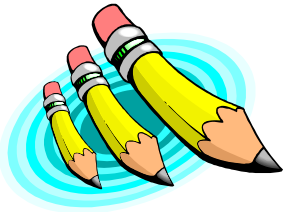
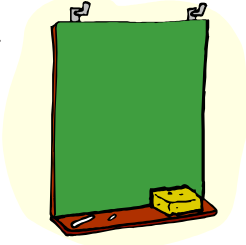
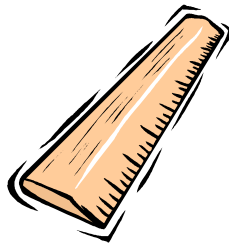
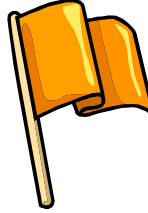
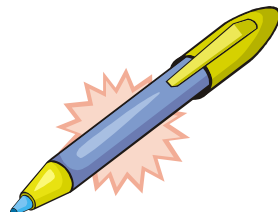
la tiza
(tee-sah) la tiza

Cosas en al Escuela

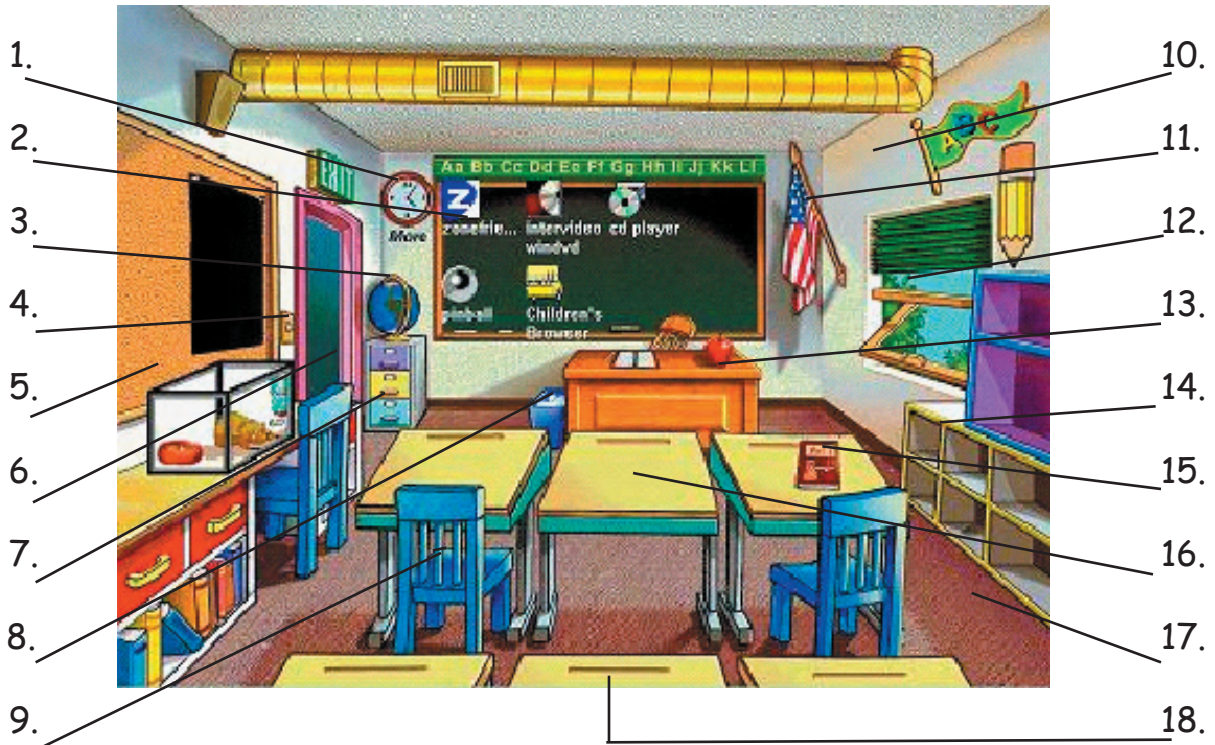
Things in School

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 

El Salón de Clase



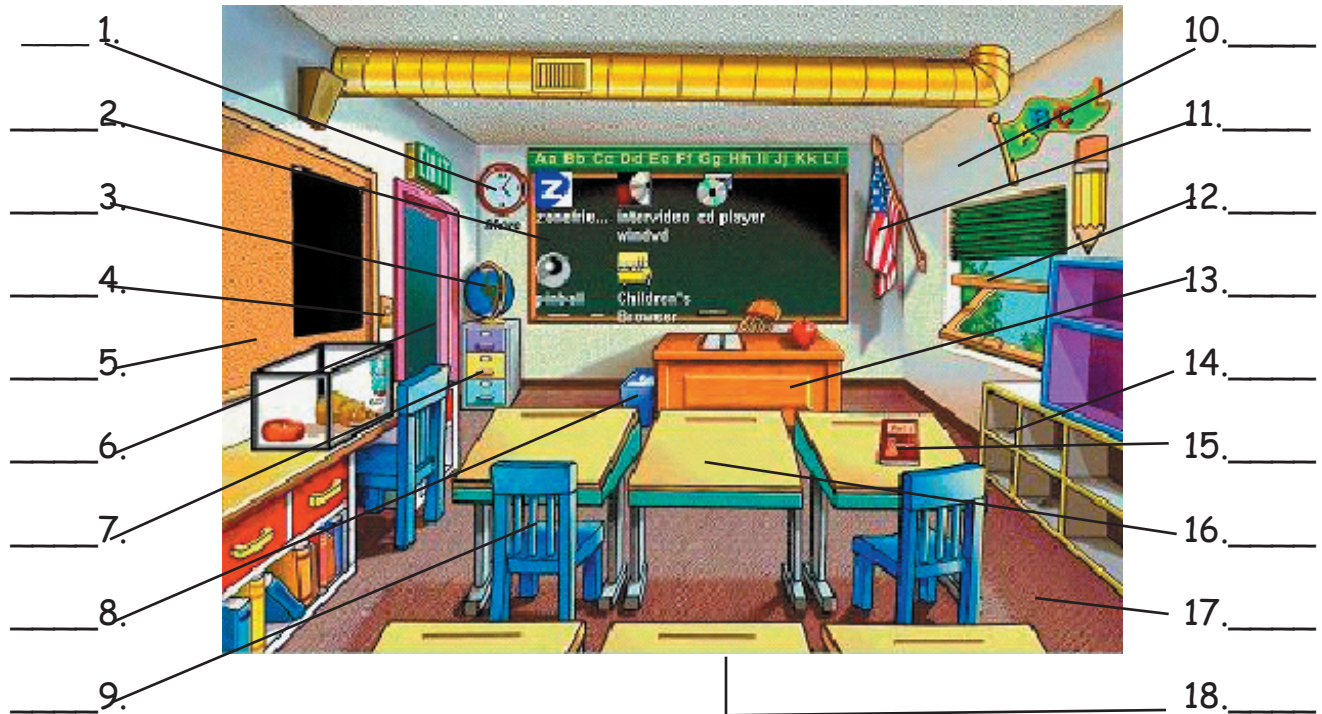
1. el reloj
2. la pizarra
3. el globo
4. la luz
5. el tablón de anuncios
6. la puerta
7. el archivo
8. la papelería
9. la silla

10. la pared
11. la bandera
12. la ventana
13. el escritorio
14. el estante
15. el libro
16. el pupitre
17. el piso
18. el salón de clase

Nombre _____

El Salón de clase

Match the object to it's name.



- a. el reloj
- c. la pizarra
- e. el globo
- g. la luz
- i. el tablón de anuncios
- k. la puerta
- ll. el archivo
- n. la papeleria
- o. la silla

- b. la pared
- d. la bandera
- f. la ventana
- h. el escritorio
- j. el estante
- l. el libro
- m. el pupitre
- ñ. el piso
- p. el salón de clase

Answer Key

El Salón de clase

Match the object to it's name.

__a_ 1.

__c_ 2.

__e_ 3.

__g_ 4.

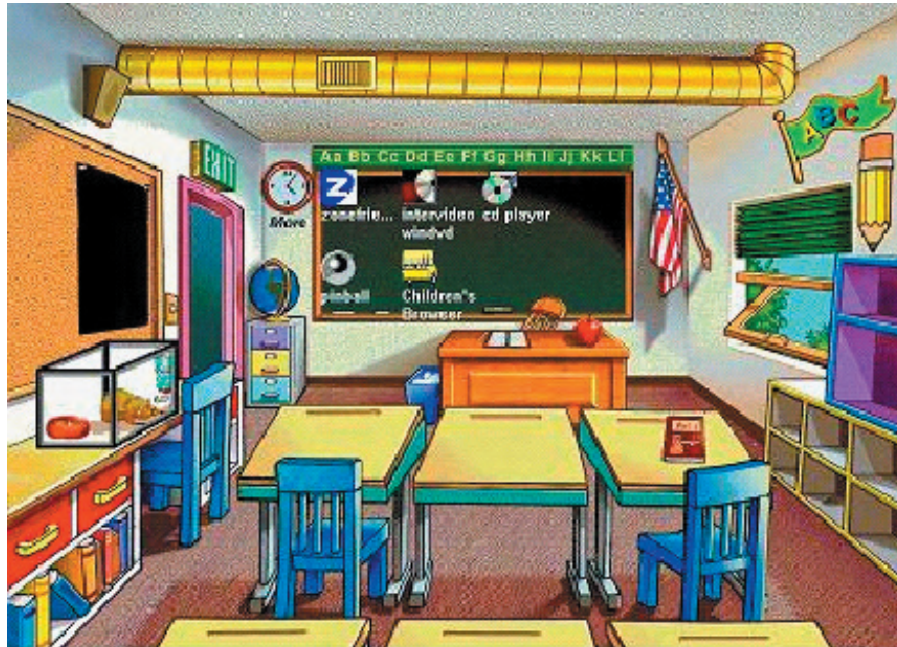
__i_ 5.

__k_ 6.

__ll_ 7.

__n_ 8.

__o_ 9.



10._b__

11._d__

12._f__

13._h__

14._j__

15._l__

16._m__

17._ñ__

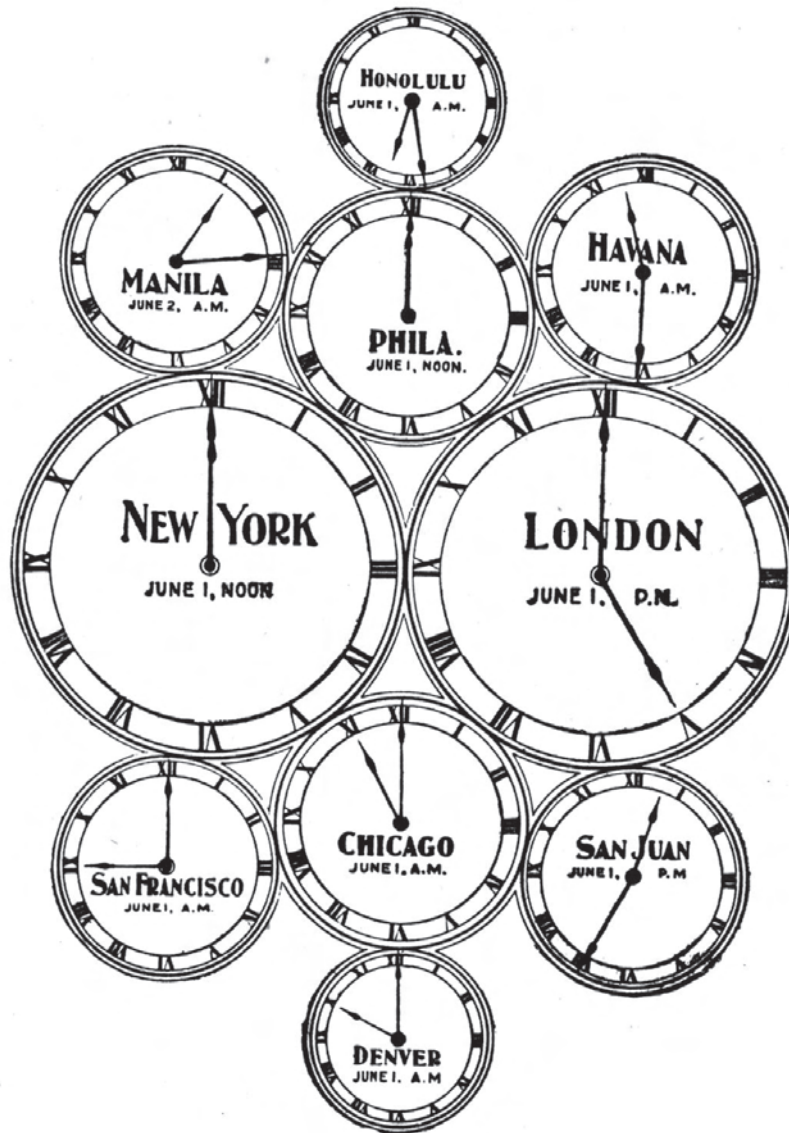
18._p__

- a. el reloj
- c. la pizarra
- e. el globo
- g. la luz
- i. el tablón de anuncios
- k. la puerta
- ll. el archivo
- n. la papeleria
- o. la silla

- b. la pared
- d. la bandera
- f. la ventana
- h. el escritorio
- j. el estante
- l. el libro
- m. el pupitre
- ñ. el piso
- p. el salón de clase

La hora

¿Qué hora es?



"La hora" is a supplemental section to this unit. Using this section will help the students learn how to tell time and tell at what time something is happening. I have also included the names for sunrise and sunset.

La hora

(The Time)

[LISTEN TO THE VOCABULARY](#)

Vocabulario

Ingles	Español	Pronunciation
What time is it?	¿Qué hora es?	Keh oh-rah ehs?
It's 1:00 o'clock. It's two o'clock.	Es la una en punto. *Son las dos en punto.	Ehs lah oo-nah ehn poon-toh Sohn lahs dohs ehn poon-toh
At what time is.?	¿A qué hora es?	Ah keh oh-rah ehs.....
At	A la/ A las	Ah lah.... / Ah lahs....
At what time do you go to...?	¿A qué hora vas a la ...?/ ¿A qué hora vas al ...?	Ah keh oh-rah bahs ah lah Ah keh oh-rah bahs ahl....
home	la casa	lah kah-sah
church	la iglesia	lah ee-gleh-seeah
supermarket	el supermecado/ mercado	soo-pehr-mehr-kah-doh / mehr-kah-doh
park	el parque	ehl pahr-keh
zoo	el zoológico	ehl soh-loh-hee-koh
At what time are you going to ...?	¿A qué hora vas a (estudiar, jugar, ...)	Ah keh oh-rah bahs ah
I'm going to ... at	Voy a...(action) a la / a las	boy ah ... ah lah ... or ah lahs ...
the time	la hora	lah oh-rah
in the morning	de la mañana / ** por la mañana	deh lah mah-nyah-nah pohr lah mah-nyah-nah
in the afternoon	de la tarde / ** por la tarde	deh lah tahr-deh / pohr lah tahr-deh
in the evening	de la noche / ** por la noche	deh lah noh-cheh / pohr lah noh-cheh
at noon time/ mid-day	del mediodia ** al mediodia	dehl meh-deeoh deeah ahl meh-deeoh-deeah
o'clock	en punto	ehn poon-toh
half past	y media	ee meh-deeah
quarter past	y cuarto	ee kwahr-toh
'till	menos	meh-nohs
quarter 'till	menos cuarto	meh-nohs kwahr-toh
on time	a tiempo	ah tee-ehm-poh
late	tarde	tahr-deh
a little late	un poco tarde	oon poh-koh tahr-deh
(hour) hand	la manecilla de la hora	lah mah-neh-seeah deh lah oh-rah

Note to the teacher:

*In Spanish, when telling the time we use the third singular and plural form of the verb "ser" (to be), which is "ES" & "Son." We use "Es" when the time is from 1:00 to 1:59. We use "son" when the time is from 2:00 to 11:59.

We use "en punto" (which literally means on the dot) to mean o'clock as in one o'clock. "la una en punto."

To differentiate between morning, afternoon and evening hours. We use "de la" Example: Son las nueve de la mañana. (It's nine o'clock in the morning.) Es la una de la tarde. (It's one o'clock in the afternoon.) Son las ocho de la noche. (It's eight o'clock in the evening.)

**However, when saying that something takes place in the morning, afternoon or evening without mentioning a specific time, we say "por la mañana" or "en la mañana" (in the morning), "por la tarde" or "en la tarde" (in the afternoon), "por la noche" or "en la noche" (at night). To say at noon time or midnight we use "al mediodía" and "a la media noche."

In time telling we use the contraction "al." We use al (a + el= al) when using a noun to refer to a time of day such as "**el mediodía**." Ex. La comida es al mediodía. Other times we use "a la" or "a las", to say that something is taking place at a specific time. Ex. La clase es a la una o las tres.

Introductory Activities

Before starting this mini-unit you will want to review numbers 1-12. Introduce the vocabulary using flashcards or clocks. If using photocopied flash cards, make enough copies and distribute a set to each student. Here are several activities you can do.

1. Show each time. Say the name of the time in the clock.
Have students hold each clock and repeat after you.
Say: **"Repitan, por favor- Es la una." "Muy bien, clase"**
(Reh-pee-tahn pohr fah-vohr. Ehs lah oonah. mooee bee-ehn klah-seh)
(Repeat, please- It's one o'clock.) (Very well, class)
2. (For younger children) If you're using numbers. Show each number, tell the time (pointing to the number in the clock, and pass the number from student to student. Each one holds the number while repeating the time. Ex. Es la una. (while they hold the number one in their hands.)
(For older grades) Use word flash cards or clocks. Tell the time and have students repeat after you.
3. After introducing time telling you can proceed to connect with previous knowledge by asking them what time they go to different places or what time they do different things.

Teacher: "¿Qué hora es?" What time is it?

Students: "Es ...(la una)." It's one o'clock.

Teacher: Muy bien, _____.

Teacher: "¿A qué hora vas a la escuela? (What time do you go to school?)

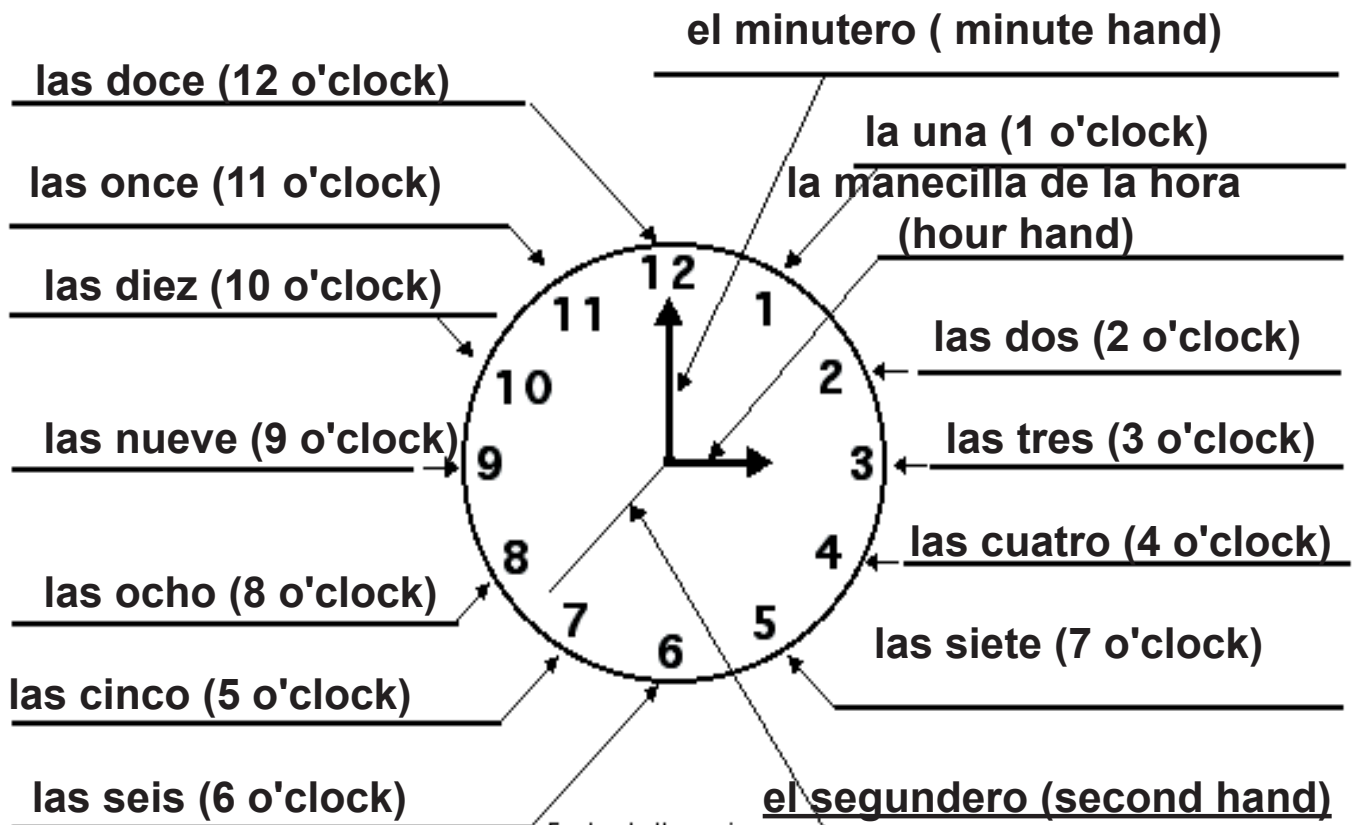
Student: Voy a las ocho. or a las ocho. (I go at eight.)

Teacher: Excelente, _____.

Developing Activities

Activities	Directions	Material Needed
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	scissors cards
Vocabulary Cards -as an activity sheet	Cut 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
"Tres en Raya"	Cut out vocabulary cards. Have students arrange them in three rows of three. Call out the name of the animal and have students turn the card over. When they have three in a row turned over, they call "Tres."	vocabulary cards
Bulletin Board	Create a large clock like the one on p. 6 and label it with the different times.	
Clock Craft	Follow the instructions to make clocks to practice time telling. Make one for each student.	
Time Dominoes	Cut dominoes. Play in groups of two. Each student gets seven dominoes and places them down matching the word or picture. If one of the partners doesn't have a match he or she will pass. The first one to use all the dominoes wins.	Cut out time dominoes
	You can use the same manipulates that you use to teach time telling.	

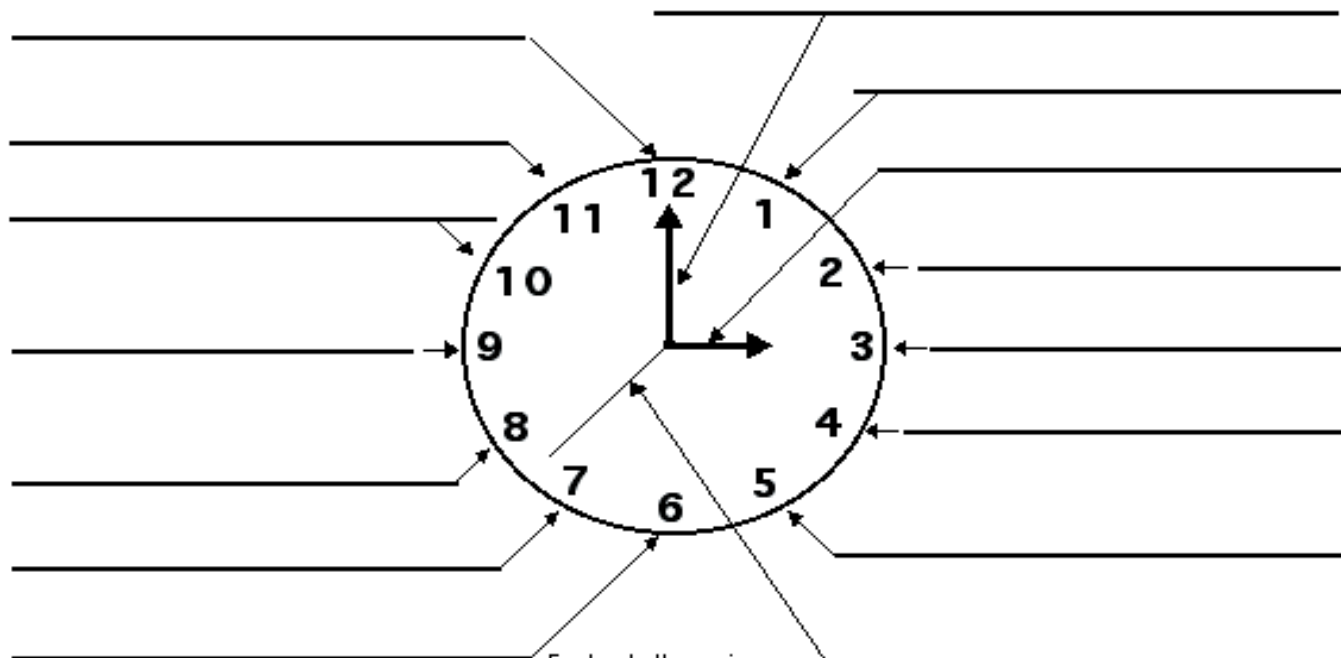
La Hora



Nombre _____

¿Qué Hora Es?

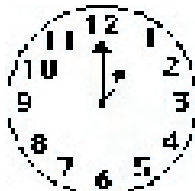
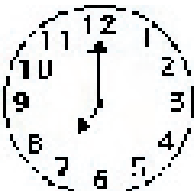
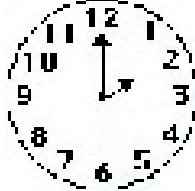
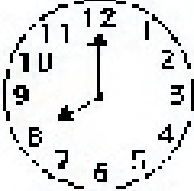
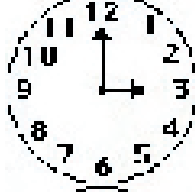
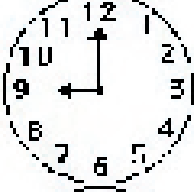
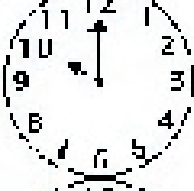
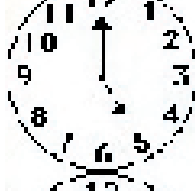
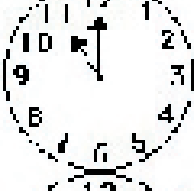
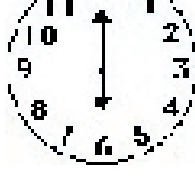
Label the clock in Spanish



las cinco	la manecilla de la hora	el segundero
las cuatro	el minuterero	las seis
las dos	las ocho	las tres
las doce	las once	las siete
las diez	las nueve	la una

Nombre _____

Use the word bank below to fill in the blanks with the correct time

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

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las cuatro las cinco las diez las doce las dos	las nueve las ocho las once la medianoche el mediodía	las seis las siete las tres la una
--	---	---

Nombre: _____

Fecha : _____

¿Qué hora es?

Part A. Write the time under the clock & say the time in Spanish.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

¿Qué hora es?

Part B: Now write the time using complete sentences.

Example: Son las ocho y media.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Nombre: ANSWER KEY

Fecha : _____

¿Qué hora es?

Part A. Write the time under the clock and say the time in Spanish.

1. 6:002. 10:233. 5:474. 3:245. 1:386. 5:027. 6:528. 1:319. 9:04

ANSWER KEY

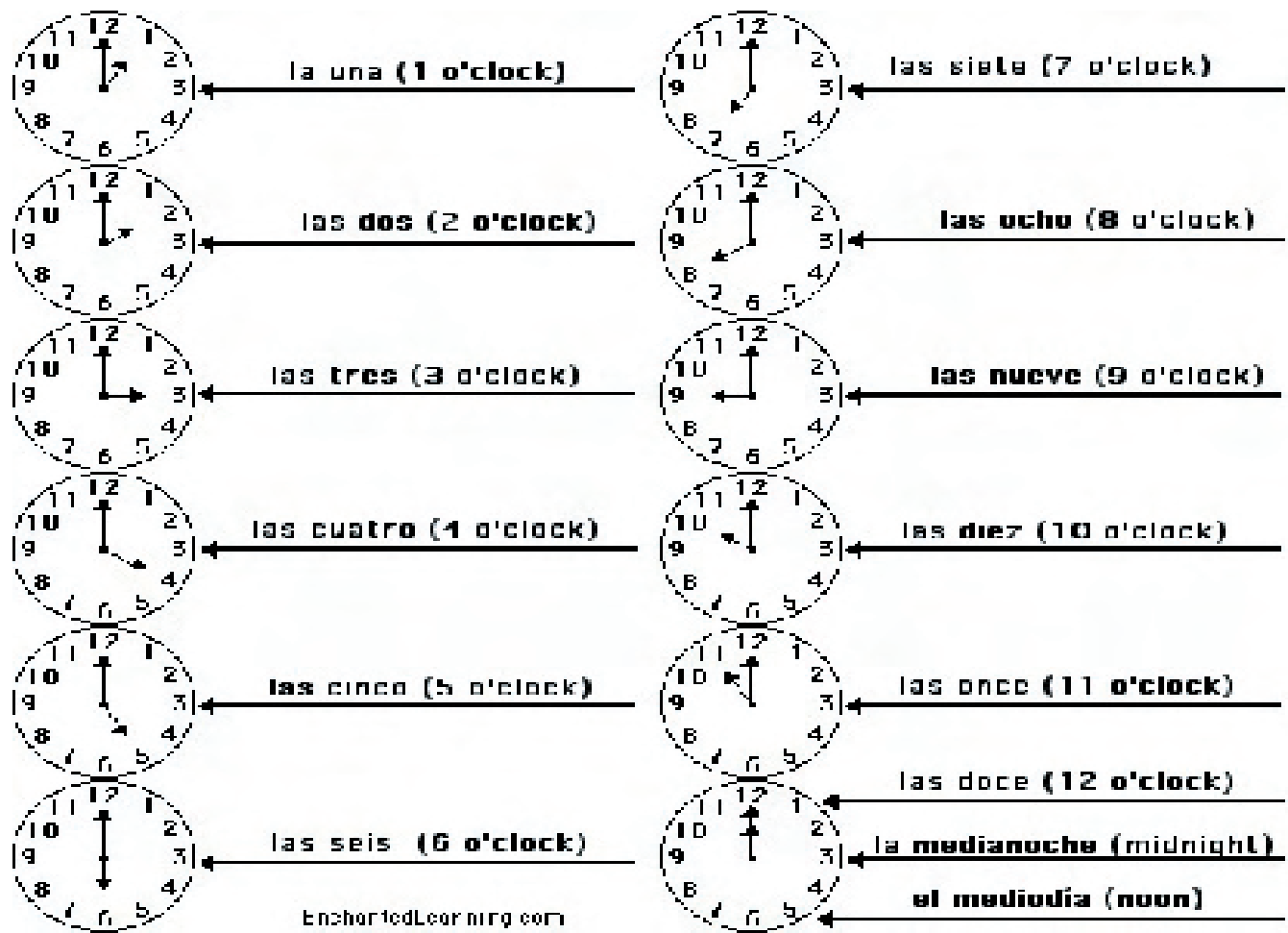
¿Qué hora es?

Part B: Now write the time using complete sentences.

Example: Son las ocho y media.

1. Son las seis en punto.
2. Son las diez y veintitres.
3. Son las cinco y cuarenta y siete.
4. Son las tres y veinticuatro.
5. Es la una y treinta y ocho.
6. Son las cinco y dos.
7. Son las seis y cincuenta y dos.
8. Son las doce y treinta y uno.
9. Son las nueve y cuatro.

ANSWER KEY



la una (1 o'clock)
 las dos (2 o'clock)
 las tres (3 o'clock)
 las cuatro (4 o'clock)
 las cinco (5 o'clock)

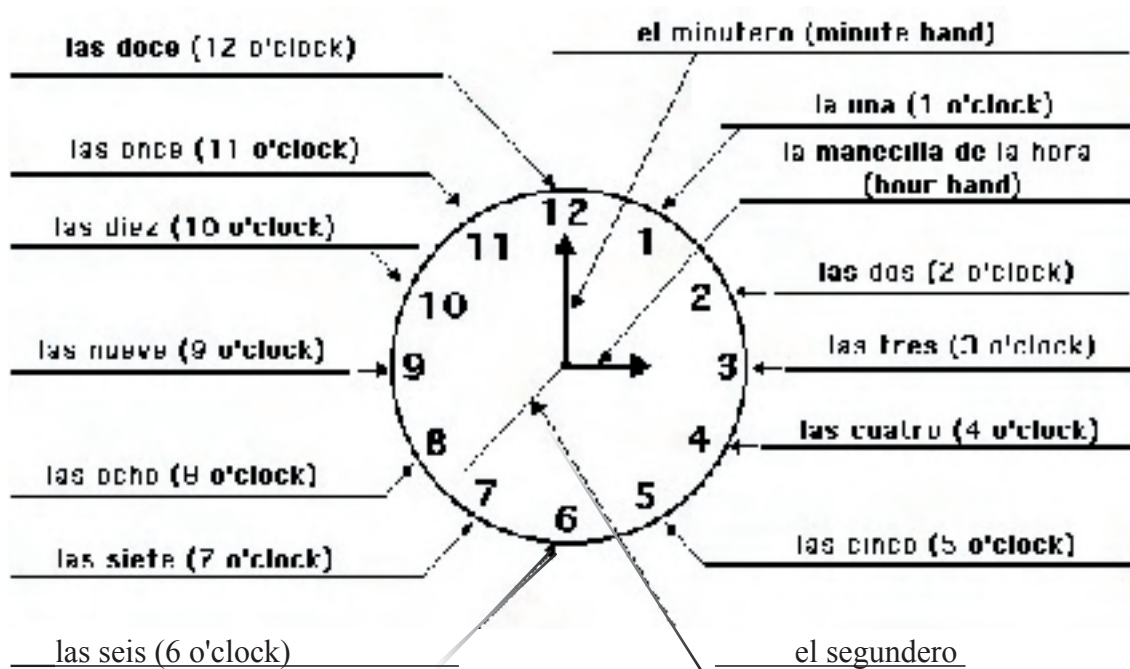
las seis (6 o'clock)
 las siete (7 o'clock)
 las ocho (8 o'clock)
 las nueve (9 o'clock)
 las diez (10 o'clock)

las once (11 o'clock)
 las doce (12 o'clock)
 la medianoche (midnight)
 el mediodía (noon)

Nombre _____

¿Qué Hora Es?

Label the clock in Spanish



las cinco (5 o'clock) las cuatro (4 o'clock) las diez (10 o'clock) las doce (12 o'clock) las dos (2 o'clock)	la manecilla de la hora (hour hand) el minuterero (minute hand) las nueve (9 o'clock) las ocho (8 o'clock) las once (11 o'clock)	el segundero (second hand) las seis (6 o'clock) las siete (7 o'clock) las tres (3 o'clock) la una (1 o'clock)
--	---	--

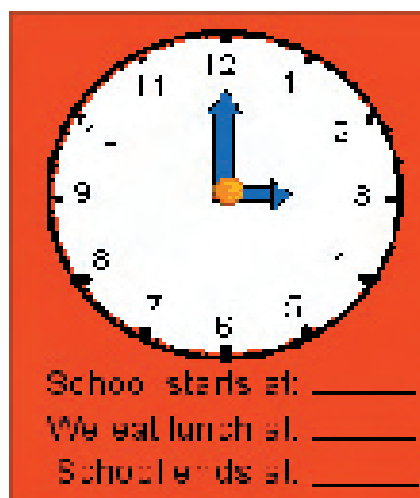
Clock Craft

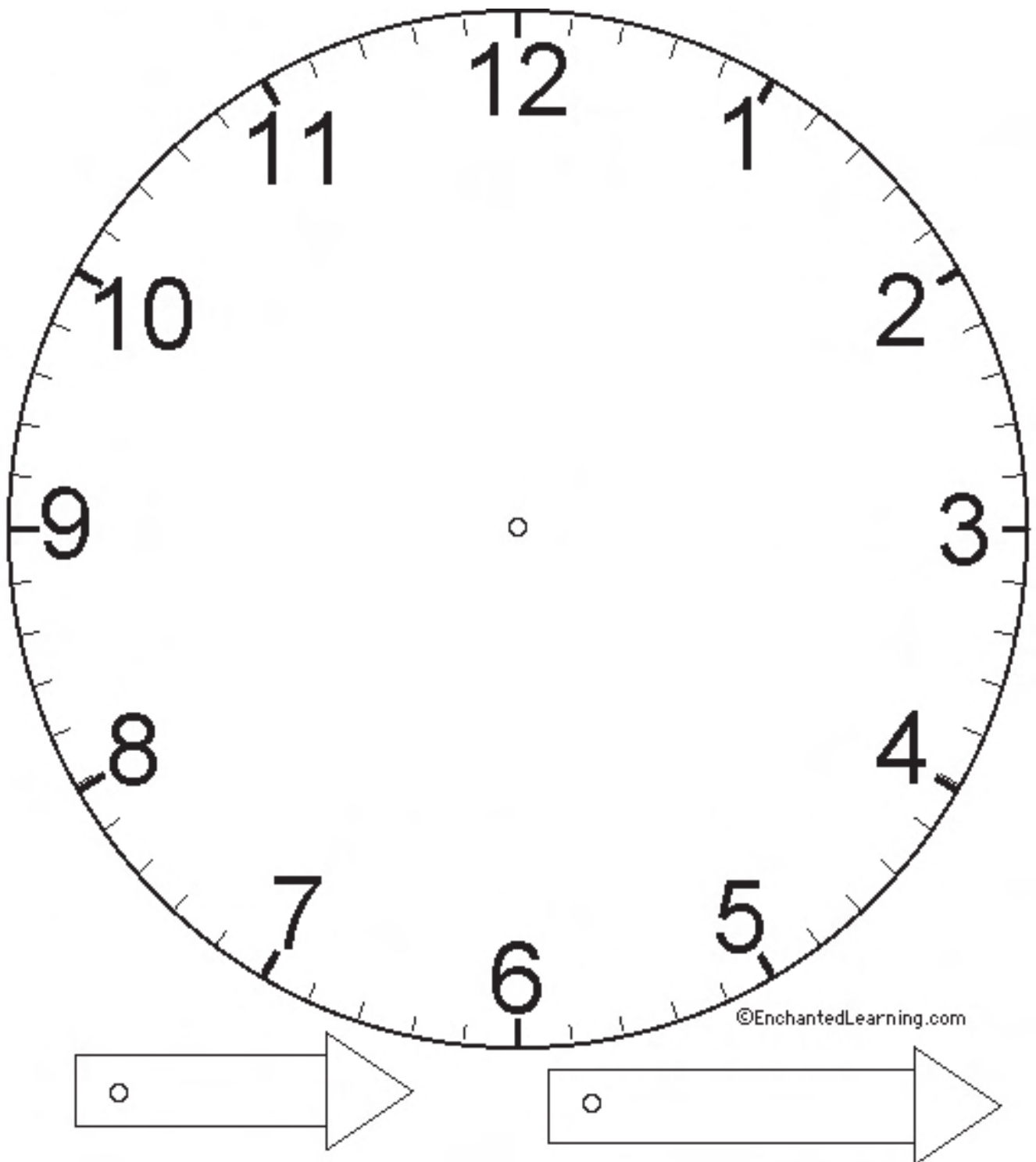
Make a simple paper clock that you can use to practice telling time.

Supplies:

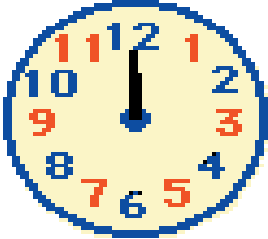
- A printer
- Paper (white plus two colors of construction paper)
- Glue
- Scissors
- A brass paper fastener
- Pencil

1. Print out the clock template below. Cut out the clock face and hands.
2. Glue the clock face onto a piece of colored construction paper. Either color the clock hands (using markers or crayons) or use the hands you cut out to trace a set of hands on colored construction paper (then cut them out).
3. Make a small hole in the center of the clock's face and one in each of the clock's hands. Using the brass paper fastener, attach the clock's hands to the clock.
4. You can now use this clock to practice telling time. You can write down the times that you do certain things during the day and adjust the clock's hands to match each of these times.

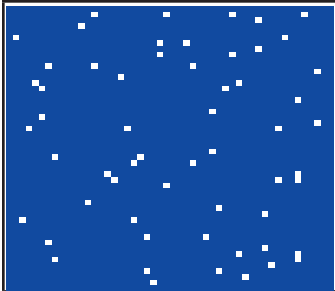


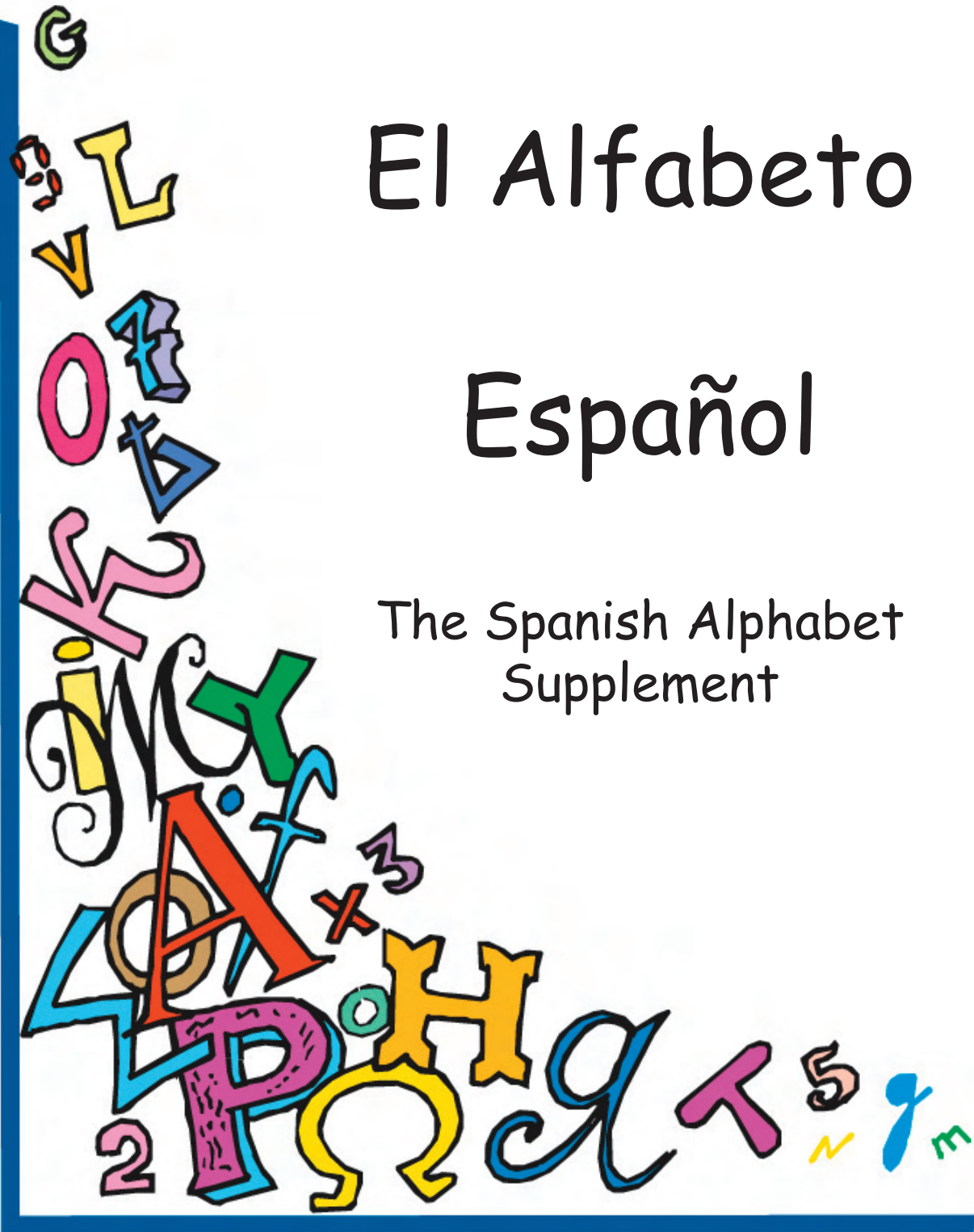


Time Dominoes

	Es la una	8:00	Es el mediodia.
9:00	Son las dos.	7:00	Son las dos.
5:00	Son las cuatro.	3:00	Son las cinco.
4:00	Son las seis.	2:00	Son las siete.
6:00	Son las ocho.	1:00	Son las nueve.

Time Dominoes

12:00	Son las diez.	11:00	Es la media- noche.
	Son las once.	10:00	Son las doce.



El Alfabeto

Español

The Spanish Alphabet
Supplement

El Alfabeto Español

[LISTEN TO THE VOCABULARY](#)

Las Vocales

Vowels	How to pronounce	English Sample
a	ah	"ah"
e	eh	letter
i / y	ee	see
o	oh	only
u	uh	boo

Las Consonantes

consonants	letter name	how to pronounce	English example
b	be (beh)	b	baby
c	ce (seh)	(ca, co, cu = k ce, ci = s)	car centennial
d	de (deh)	d	dood
f	efe (ehfeh)	f	far
g	ge (geh)	ga, go, gu =g ge, gi =h	garage
h	a-che	silent in Spanish	
j	jota (hoh-tah)	h	hello
k	ka (kah)	k	karate
l	ele (ehleh)		lemon
ll	elle (eh-yeh)	ia/ie/io/iu	yet, yack
m	eme (eh-meh)	m	money
n	ene (eh-neh)	n	name
ñ	eñe (eh-nyeh)	nyo/a nasal sound	
p	pe (peh)	p	pop
q	cu (koo)	coo	cookie
r	ere (eh-reh)	r	red
rr	erre (eh-rreh)	r (trilled)	
s	ese (eh-seh)	s	sit
t	te (teh)	t	toy
v	ve (beh)	v	van
w	doh-ble-be	w	water
x	equis (eh-kees)	ks	
y	lle (yeh)	j/ or ia, ie, io, iu	jabot/ yellow
z	seta (seh-tah)	s	same



Additional Expressions and Phrases:

English	Español	Pronunciation
What letter is it?	¿Qué letra es?	keh leh-trah ehs
It's letter ____.	Es la letra (a, b, c)	ehs lah leh-trah (ah, beh, seh)
How do you spell ____?	¿Cómo se escribe ____?	Koh-moh seh ehs-kree-beh ____
It's spelled ____	Se escribe ____	Seh ehs-kree-beh ____



Introductory Activities

Introduce the alphabet using foam or plastic letters and/or animal flashcards. If you are using letters or photocopies, make sure you have enough copies and distribute a set to each student.

Here are several activities you can do.

1. Show each letter or flashcard. Say the name of the letter or flashcard and have students repeat after you.
Say: "**Repitan, por favor- ... a, b, c,...**" . "**Muy bien, clase**"
(Reh-pee-tahn pohr fah-vohr. ah, beh, seh..) (Repeat, please- a, b, c) (Very well, class)
2. (For younger children) Show each flash card or letter, say the name and pass it from student to student. Each one holds it while repeating the name of the letter or flashcard.
3. Sing songs. If possible illustrate them. Give each student a set of cards and have them show them as they sing.
4. After introducing the letters, the teacher can ask:

Teacher: ¿Qué letra es? (Keh leh-trah ehs?) (What letter is it?)

Student: Es la letra A. (Ehs lah ah) (It's the letter A.)

5. Once students know the alphabet, you can proceed to connect with other things they have learned before, such as spelling words they already know.

Teacher asks: "¿Cómo se escribe libro? (How do you spell "libro"?)
(Koh-moh seh ehs-kree-beh lee-broh)

Student: " Se escribe (ehleh- ee- beh- ehreh- oh)". (It is spelled "libro")

Teacher: Muy bien. (Very well.)



Developing and Culminating Activities

The following are just a sample of activities you can use in your classroom. You as the master teacher, will decide which are more suitable for your age group.

Activities	Directions	Material 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 looks like a window when you flip it up.	scissors glue
Listening Practice	Choose 16 letters and call them out as students write them out on the enclosed sheet.	
"Tres en Raya" (Three in a row) or "Cuatro Esquinas" (Four Corners)	Cut out vocabulary cards. Have students arrange them in three rows of three. Call out the name of the letter and have students turn the card over. When they have three in a row turned over, they call "Tres." Or you could play "Cuatro Esquinas." They only turn the four corners. When they have all four corners they call out; "Cuatro Esquinas." (Kooah-troh ehs-kee-nahs)	vocabulary cards
"Spanish Bee" game	Students give the English equivalent of letter of the Spanish alphabet that the teacher says. Variation with older students: Play like a spelling bee, but students spell in Spanish. Variation: teacher gives the English letter and students tell the Spanish equivalent.	alphabet letters a list of vocabulary
Think of a Word Game	Divide students into two teams. Write a letter of the alphabet on the board. Ask each team to think of a word that begins with that letter.	list of words
Booklets	Photocopy the enclosed pages to create a booklet	scissors & stapler
Bulletin Board	Make a display of items that begin with each letter of the alphabet.	pictures of items

The Alphabet Song

(Sing to the tune of "Bingo")

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

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

L M N Ñ 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
(Bingo was his name-o)

(Pronunciation)

Ah, beh, ceh, deh, eh, efeh, heh
acheh, ee, hohtah, kah
eleh, ehme, ehnen, ehnyeh, oh,
peh, koo, ereh, eseh, teh,
oo, veh, dobleh veh,
ehkees, yeh, sehtah

Vowel Chant: **A E I O U -**
¿Cuántos años tienes tú?



El Alfabeto Español

A

B

C

D

E

F

G

H

I

J

El Alfabeto Español

K

L

LL

M

N

Ñ

O

P

Q

R

El Alfabeto Español

RR

S

T

U

V

W

X

Y

Z

Mi nombre es _____

El Alfabeto

a	a	k	ka	rr	erre
b	be	l	ele	s	ese
c	ce	ll	elle	t	te
d	de	m	eme	u	u
e	e	n	ene	v	ve
f	efe	ñ	eñe	w	doble ve
g	ge	o	o	x	equis
h	ache	p	pe	y	ye
i	i	q	cu	z	zeta
j	jota	r	ere		

Listening Practice

Write the letters that you hear your teacher name.

- | | | | |
|----------|----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ |





Mi Alfabeto de Animales



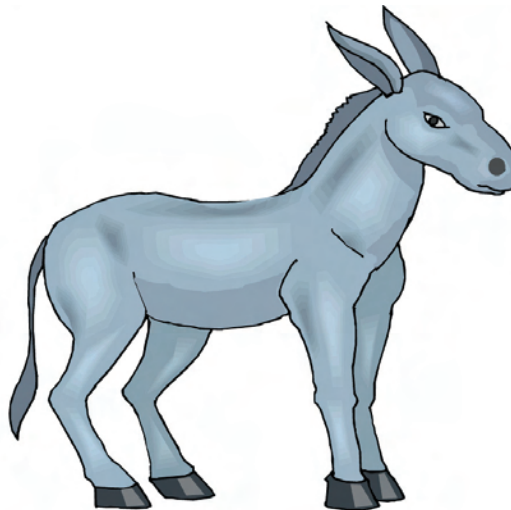
Mi nombre es _____

Aa como en



abeja

Bb como en



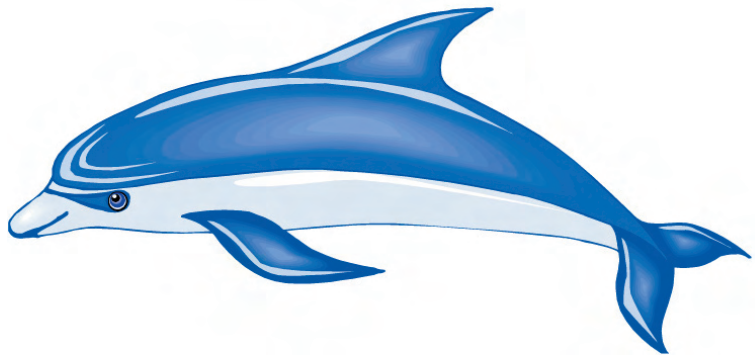
burro

Cc como en



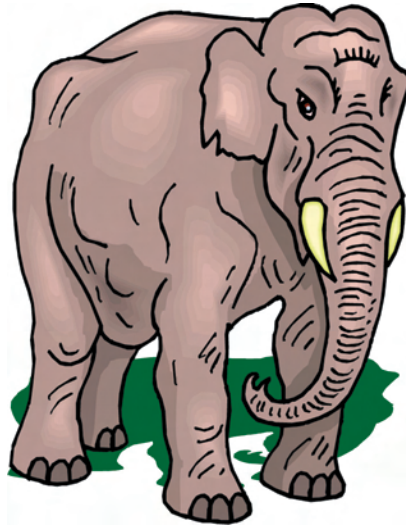
cebra

Dd como en



delfín

Ee como en



elefante

Ff como en



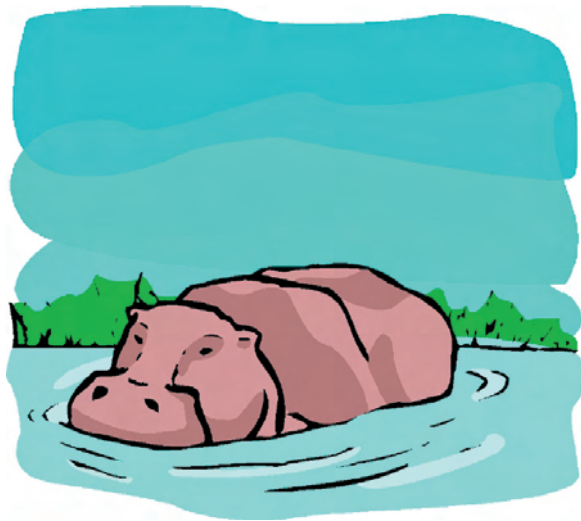
foca

Gg como en



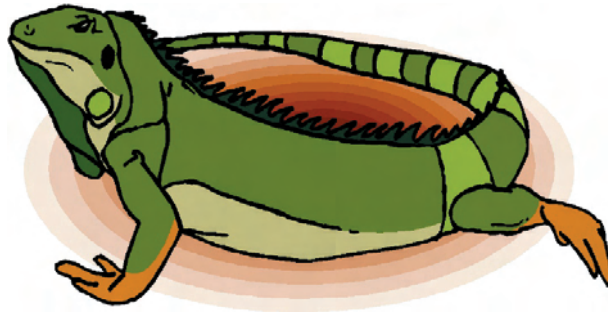
ganso

Hh como en



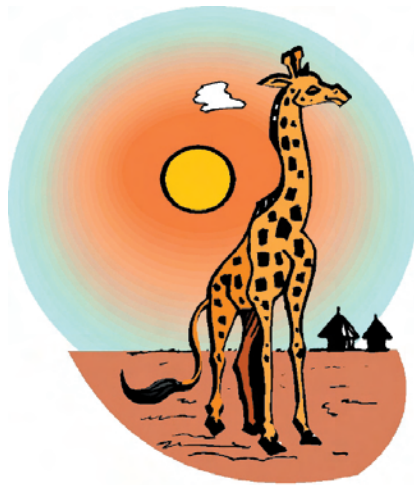
hipopótamo

Ii como en



iguana

Jj como en



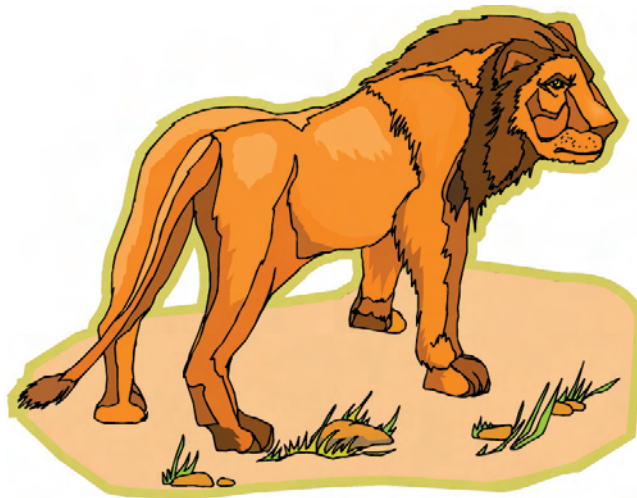
jirafa

Kk como en



koala

Ll como en



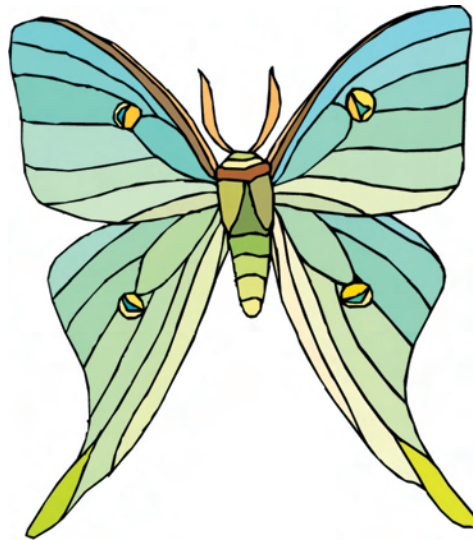
león

LL ll como en



llama

Mm como en



mariposa

Nn como en



nutria

Ñ ñ como en



ñandú

Oo como en



oso

Pp como en



perro

Qq como en



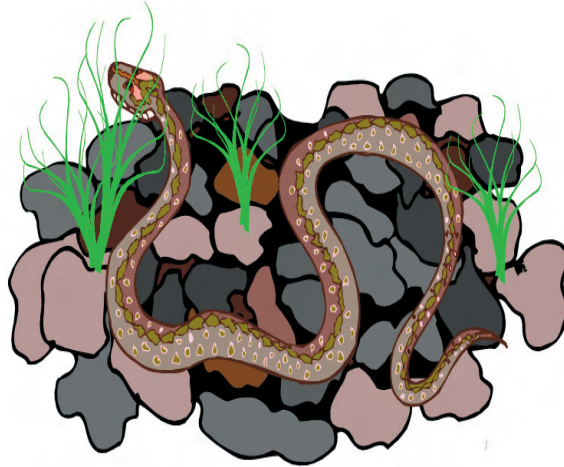
quetzal

Rr como en



rana

Ss como en



serpiente

Tt como en



tigre

Uu como en



urraca

Vv como en



venado

Ww como en



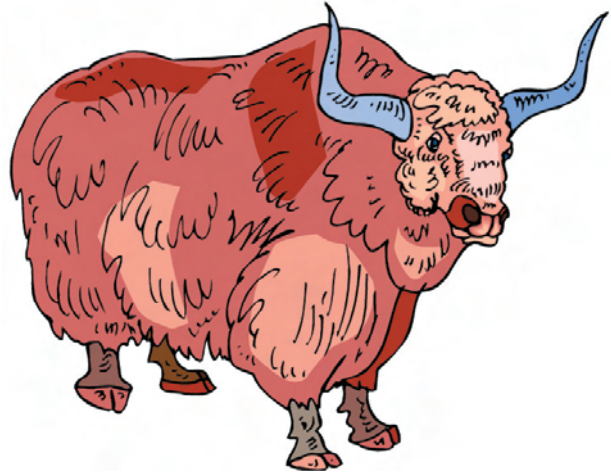
wapati

Xx como en



xiluro
(imaginary dragon)

Yy como en



yack

Zz como en



zorro

Instructions for the animal alphabet booklet:

Copy and cut each page in half and staple together along the left side.

