

Bienvenidos a Mi Casa



Por
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Mini Units included:

Bienvenidos a Mi Casa- (Welcome to my Home)

- Mi Familia-(My Family)
- Mi Casa-(My House)

Los Cuartos en Mi Casa-(The Rooms in My House)

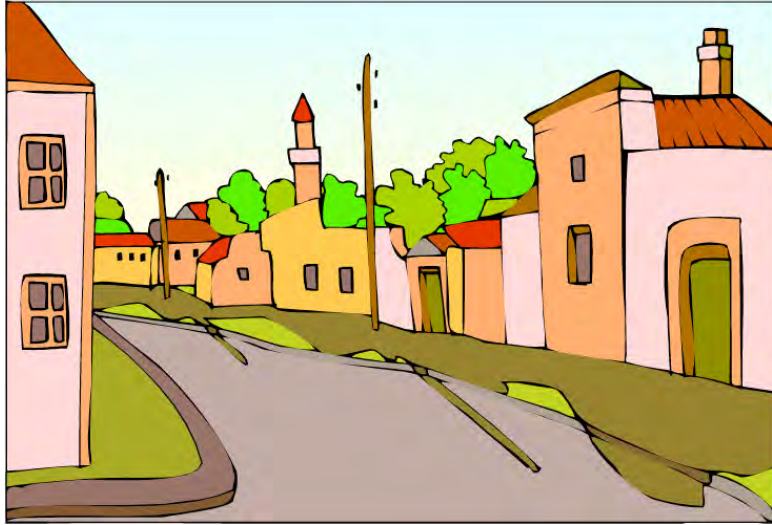
- La Sala-(The living room)
- La Cocina-(The kitchen)
- El Comedor-(The dining room)
- La Habitación-(The bedroom)
- El baño-(The bathroom)
- El despacho-(The office)
- El Sótano y El Lavadero-(The basement & laundry room)

Los Quehaceres en Mi Casa (Household Chores)

Learning Activities for this Unit



Spanish Teaching Resources



Introduction

Explorando a mi Pueblo III

Bienvenidos a mi casa is a thematic unit based on the home. This unit has an interactive approach and it is still intended to be used by any teacher who wishes to acquaint his/her students with the Spanish language in a fun and interactive manner. Previous experience in the Spanish language is not needed since the pronunciations for all the vocabulary will be clearly given. The activities and exercises included may be suited for grades 4-6, as well as higher grades. Use your judgment 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.) Some of the sections in this unit include 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.

This new unit contains less worksheets and yet more 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. I have included a potpourri of activities from which you can choose according to the time available and age of your students. 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.

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 continue to enhance your current program as you and your students continue to explore and study the Spanish language. ¡Buena Suerte!

Helen E. Hovanic

Unit Goals

Content Goals

After studying this unit, the students will be able to develop the following essential skills:

1. Read the vocabulary in the target language (using the correct pronunciation through the use of phonics) and demonstrate understanding.
2. Identify the rooms and outside components of the house as well as the objects found there.
3. Write a description of their house or apartment.
4. Communicate orally with others using the vocabulary in the target language to give a description, an opinion, and exchange other types of information regarding their home and household chores.

Attitudinal Goals

After studying the vocabulary and expressions in this unit, the students will demonstrate:

1. Willingness to use the vocabulary and expressions in order to communicate with others in the target language.
2. Feel ease and comfort communicating in a given appropriate setting.

Process Goal

While learning about the topic of housing, household chores, and related vocabulary in this unit, students will:

Learn to listen, repeat, pronounce, read, and write vocabulary words and expressions in the target language through the use of drills, Total Physical Response activities, songs, games, short dialogues, partner exercises, and written exercises.





A Word About Language Learning

In my teaching experience I have observed that a second language such as Spanish can be learned very much the same way a person learns his or her primary language as a baby. One important factor is that of surrounding your students with the target language. Creating an environment of the Spanish language is easy to do. This in turn will allow your students to acquire vocabulary and a fluency of language with ease. Having a daily routine in which you talk about the calendar, weather, etc., performing set routines such as roll call, asking permission to do things, and holding structures conversations in Spanish are also natural tools for teaching students the language.

The main thing is for you and your students to have fun and to enjoy the experience of another language and culture. It is okay to make mistakes and to "catch" yourself making one. What a fun way for them to learn.

Benefits of Being Bilingual

Learning a second language at an early age...

1. Has a positive effect on intellectual growth.
2. Enriches and enhances a child's mental development.
3. Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
4. Improves a child's understanding of his/her native language.
5. Gives a child the ability to communicate with people s/he would otherwise not have the chance to know.
6. Opens the door to other cultures and helps a child understand and appreciate people from other countries.
7. Gives a student a head start in language requirements for college.
8. Increases job opportunities in many careers where knowing another language is a real asset. (Extracted from Center for Applied Linguistics)



World Languages at the Elementary Level: The Optimum Starting Point

Recent scientific research has provided many insights into when and how children best acquire languages. These findings have important implications for educators, policy makers, and parents as they challenge the traditional time framework for beginning language study in schools as well as methodology for teaching languages. Patricia Kuhl, at the University of Washington, reported that by six months infants' perceptual systems are already configured to acquire their native language. With each year of growth, children are less able to filter out distinctions among sounds of other languages. After early childhood, the language acquisition mechanism becomes highly structured creating an interference effect that may account for the difficulty in learning languages at a later time. This indicates that a window of developmental opportunity exists for acquiring other languages. These findings, along with the ease with which children in bilingual families acquire two languages, support the contention that world language instruction should begin as early as preschool age. (Education Commission of the States, 1996)

Dr. Gladys Lipton (1998, p.11), highlights the results of research on children who study a foreign language in elementary school. These students: achieve expected gains and have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not; show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills; have an improved self-concept and sense of achievement in school; and can transfer their language learning skills in subsequent foreign language study in high school and college.

Lipton notes Boyer's 1995 recommendations for the elementary school of the future, which urged that "foreign language instruction begin early, certainly by third grade, that it be offered daily and be continued through all grades." Lipton, Morgan, and

Reed (1996) report that on the 1995 Advanced Placement French Language Examination, students who began their study of French in Grades 1-3 and 4-6 outperformed those who began in Grade 7 or later.

Curtain and Pesola (1994, pp.3-4) identify three powerful arguments for including world languages in the core curriculum of elementary schools in the United States. They are excerpted below.

One of the most important factors influencing the development of language proficiency is the amount of time spent working with the language. When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.

Every skill and outcome that is important to society is introduced through the elementary school curriculum. The lists of curriculum requirements in almost every state attest to the importance of reading, math, social studies, science, music, art, and physical education... Only when languages become a secure part of the elementary school curriculum will language learning begin to meet the needs so vividly described in the national reports of the 1980's.

The age of 10 is a crucial time in the development of attitudes toward nations and groups perceived as "other," according to the research of Piaget, Lambert and others (Lambert & Klineberg, 1967). Children are in the process of moving from egocentricity and reciprocity, and information introduced before age 10 is eagerly received . . . The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.

Excerpt from: The New Jersey World Languages Curriculum Frameworks

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(Center for Applied Linguistics)





Spanish Pronunciation Key

Basic Rules of Accentuation

1. Words ending in a vowel, or *n* or *s*, the next to last syllable is stressed.
2. For words ending in a consonant other than *n* or *s* stress falls on the last syllable.
3. If the word has an accent mark, then that

syllable is stressed, ignoring the rules above.

Syllable division involving two vowels

The vowels *a*, *e*, and *o* are "strong" vowels, and *i* and *u* are "weak." Where two vowels fall together, the following rules affect syllable division and accentuation:

1. A weak + strong combination belongs to one syllable with the stress falling on the strong vowel. *aceite*, *cierra*, *causa*.
2. A weak + weak combination belongs to one syllable with the stress falling on the second vowel. *viuda*, *fui**mos*, *diluir*
3. A strong + strong combination is divided into two syllables. *bom-be-ar*, *po-le-a*, *em-ple-o*
4. If the word has an accent mark, then that syllable is stressed. *flúido*, *día*, *encías*

Vowels

a -- like the **a** in *father*

e -- for a syllable ending in a vowel, like the **e** in *they*; for a syllable ending in a consonant, like the **e** in *get*

i -- like the **i** in *machine*

o -- for a syllable ending in a vowel, like the **o** in *vote*; for a syllable ending in a consonant, like the **o** in *pot*

u -- like the **u** in *rule*; silent after **q** and in the groups **gue** and **gui**

y -- When used as a vowel, such as in the words **y** and **voy**, it is pronounced like the Spanish **i**.

Diphthongs

ai, ay -- like the i in *side*

au -- like the ou in *found*

ei, ey -- like the ey in *they*

eu -- like the vowel sounds in *may-you*

oi, oy -- like the oy in *boy*



Semiconsonants

i, y -- like the y in *yes*. Examples: *bien, hielo*

u -- like with w in *well*. Examples: *huevo, fuente, agua*

Consonants

b, v -- When found at the beginning of a word or following a consonant, these are pronounced like a **b**. Otherwise, they have a sound which falls somewhere in between the English **b** and **v** sounds.

c -- before a consonant or **a, o, or u**, like the **c** in *cat*; before **e** or **i** like an **s**

ch -- like the **ch** in *church*. Historically, the Spanish **ch** has been treated as a separate letter although this has recently been changed. Therefore, many dictionaries list words beginning with **ch** after the **c**'s and before the **d**'s.

d -- like the English **d** except between vowels and following **l** or **n** where pronounced like the **th** in *this*

f -- like the **f** in *for*

g -- before **e** or **i**, like the Spanish **j**; otherwise like the **g** in *get*

h -- silent

j -- like an **h** but stronger; silent when at the end of a word

k -- like a **k**

l -- like an **l**

ll -- like the **y** in *you*

m -- like an **m**

n -- like an **n**; except where it appears before a **v**, like an **m**

ñ -- like the **n** in *onion*

p -- like a **p**

q -- like a **k**; always followed by a silent **u**

r -- pronounced with a strong trill at the beginning of a word and following an **l**, **n**, or **s**;
very little trill when at the end of a word; and medium trill in other positions

rr -- strongly trilled

s -- before consonants **b**, **d**, **g**, **l**, **m**, **n**, like a **z**; otherwise like an **s**

t -- like a **t**

v -- see **b**, **v**

w -- usually like a **v**

x -- when between vowels, like the **x** in *box*; before a consonant, like an **s**

y -- like the **y** in *yes*

z -- like an **s**



Review

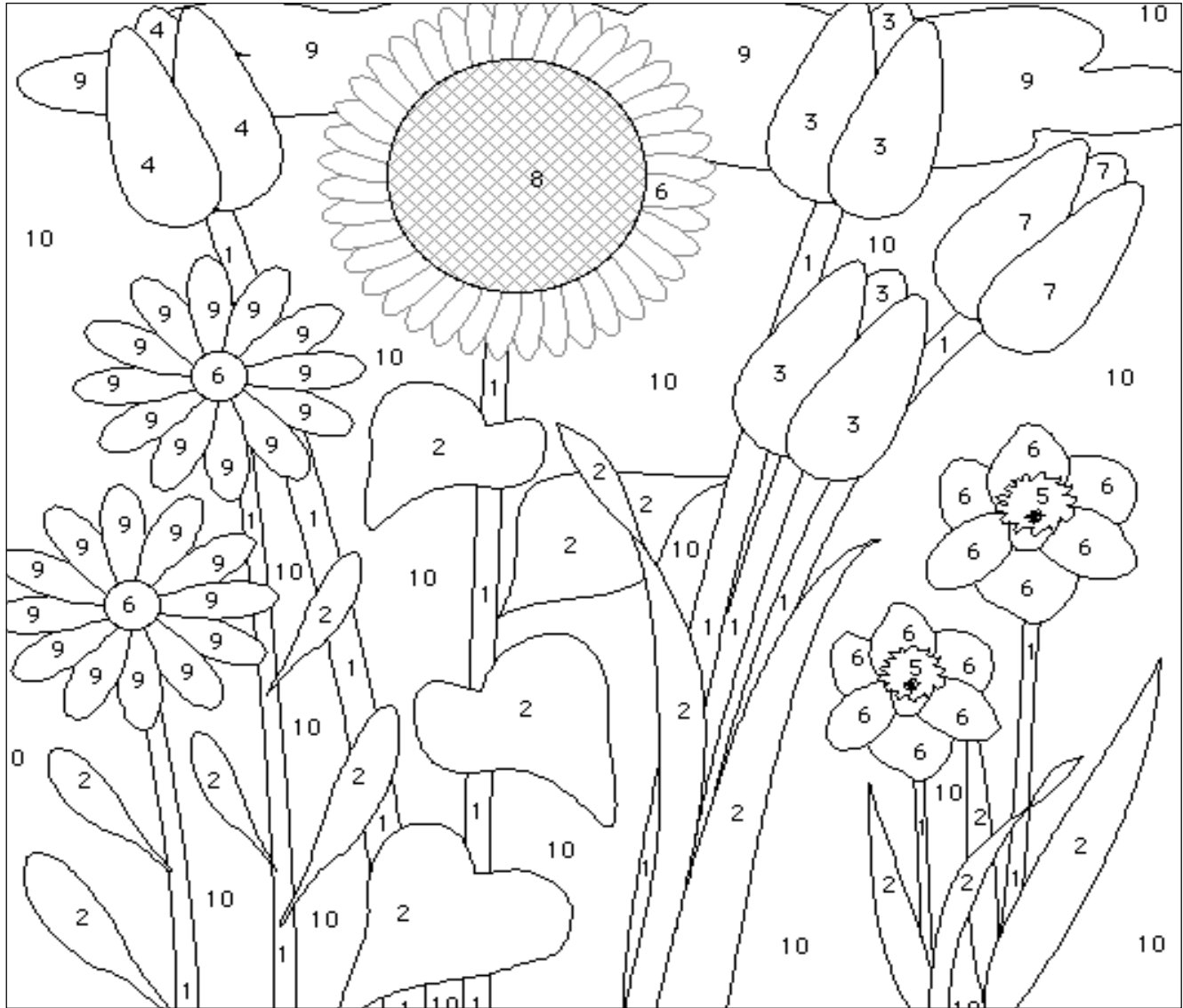
Los Colores

 <u>black</u> negro	 <u>blue</u> azul	 <u>brown</u> marrón	 <u>gold</u> dorado	 <u>gray</u> gris
 <u>green</u> verde	 <u>multicolored</u> multicolor	 <u>orange</u> anaranjado (naranja)	 <u>pink</u> color (de) rosa, rosado	 <u>purple</u> morado
 <u>red</u> rojo	 <u>silver</u> plateado	 <u>sky blue</u> azúl cielo	 <u>turquoise</u> turquesa	 <u>violet</u> violeta
 <u>white</u> blanco	 <u>yellow</u> amarillo			

Nombre _____ Fecha _____

Colorea las flores del jardín.

(Color the flowers in the garden)



Los colores:

verde claro = 1
verde oscuro = 2
rojo = 3
rosa = 4

anaranjado = 5
amarillo = 6
morado = 7

marrón = 8
blanco = 9
azúl cielo = 10

Los Números

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

10
diez



Los Números

uno

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

diez

Numbers 1-10

one

two

three

four

five

six

seven

eight

nine

ten

Mi Familia



La Familia



La Familia

(The Family)

Vocabulario



Inglés	Español	Pronunciacion
the family	la familia	lah fah-mee-leeah
the grandfather	el abuelo	ehl ah-boo-eh-loh
the grandmother	la abuela	lah ah-boo-eh-lah
the father (dad)	el padre / (el papá)	ehl pah-dreh / ehl pah-pah
the mother (mom)	la madre / (la mamá)	lah mah-dreh/ lah mah-mah
the brother	el hermano	ehl ehr-mah-noh
the sister	la hermana	lah ehr-mah-nah
the son	el hijo	ehl ee-hoh
the daughter	la hija	lah ee-hah
the baby	el / la bebé	ehl / lah beh-beh
the uncle	el tío	ehl tee-oh
the aunt	la tía	lah tee-ah
the (male) cousin	el primo	ehl pree-moh
the (female) cousin	la prima	lah pree-mah
How many are there in your family?	¿Cuántos hay en tu familia?	Kooahn-tohs ahee ehn too fah-mee-leeah
There is/are ...	Hay (+ number ie. tres, cuatro, cinco).	aee ...(+ number)
What's your mother's/ father's ...name?	¿Cómo se llama tu (mamá,?)	Koh-moh seh eah-mah tooh mah-mah, pah-pah)
His/ her name ...	Se llama ...	Seh eah-mah ...
How many brothers/ sisters do you have?	¿Cuántos hermanos/ hermanas tienes?	Kooahn-tohs ehr-mah-nohs / ehr-mah-nahs tee-eh-nehs?
I have brothers/sisters.	Tengo (uno, dos, tres, cuatro...) hermanos/ hermanas.	Tehn-gohehr-mah-nohs/ ehr-mah-nahs.
Do you have a pet?	¿Tienes una mascota?	Tee-eh-nehs oo-nah mahs-koh-tah
Yes/ I have a _____. No, I don't have a pet.	Sí, tengo un perro or (un gato). No, no tengo una mascota.	See tehn-goh oon peh-rroh or oon gah-toh. Noh, noh tehn-goh oona mahs-koh-ta.
the dog	el perro	Ehl-peh-rroh
the cat	el gato	Ehl gah-toh

Note to the teacher:



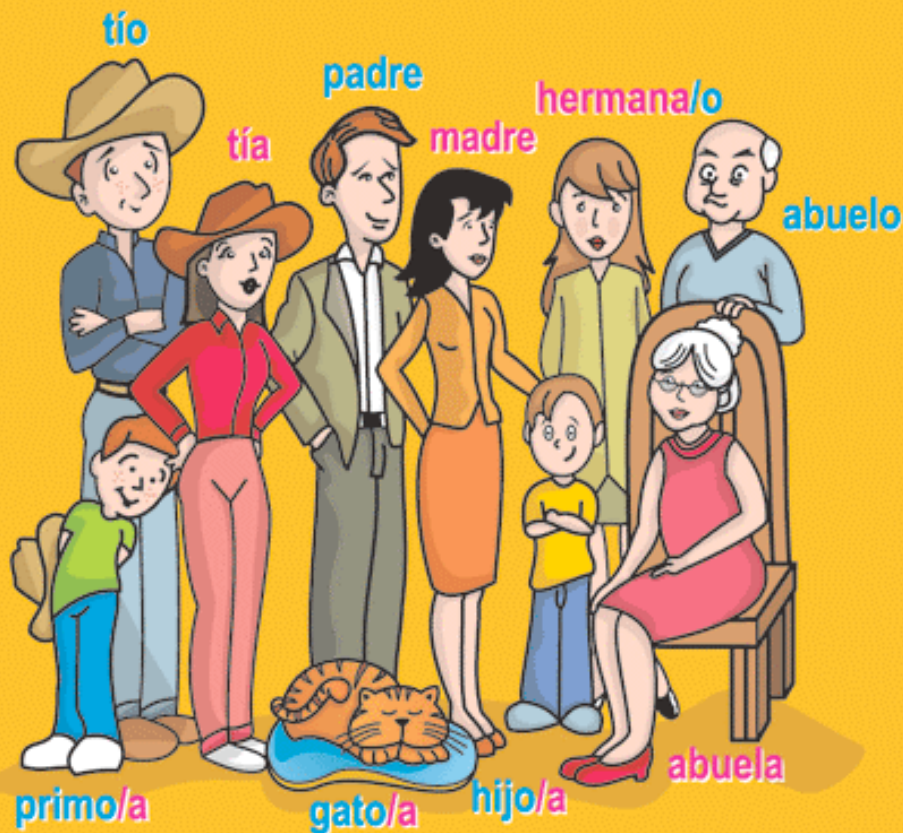
For the lower elementary grades it is best to begin with the names of the immediate family members and slowly add the names of the extended family members. It is important to be aware that not all children have a traditional family unit. In those cases it is best to be sensitive and use your best judgment.

Blended Family Members:		
<i>stepmother</i>	<i>la madrastra</i>	<i>lah mah-drahs-tah</i>
<i>stepfather</i>	<i>el padrastro</i>	<i>ehl pah-drahs-toh</i>
<i>stepchild</i>	<i>el hijastro / la hijastra</i>	<i>ehl ee-hahs-troh / lah ee-hahs-trah</i>
<i>stepbrother/stepsister</i>	<i>el hermanastro/ la hermanastra</i>	<i>ehl ehr-mah-nahs-troh/ lah her-mah-nahs-trah</i>

You may use the extended family members with more advanced learners.

LA FAMILIA

Family



padre
father
madre
mother
hijo/a
son/daughter
hermano/a
brother/sister
abuelo/a
grandfather/grandmother
tío/a
uncle/aunt
primo/a
cousin
sobrino/a
nephew/niece
nieto/a
grandson/granddaughter



Mi Familia

OBJECTIVE

To be able to use vocabulary related to the family; to describe their family and tell who is in their family.

PROCESS

The teacher will begin by teaching the Spanish names for family members.

Step One, name the family members.

Example: Hold the picture of the mother and say: "*Es la mamá.*"

(father) "*Es el papá.*" Repeat the same for every family member.

Then, have students identify each member. Holding the picture, ask:

1. *¿Quién es?* (Kee-ehn ehs) (Who is it?)
2. *¿Es el papá o la mamá?* (Ehs ehl pah- pah oh lah mah-mah) (Is it the father or the mother?)
3. Students will answer: "*Es la mamá.*" (Ehs lah mah-mah) (It's the mother.)
(Be sure to reward their answer by saying: *Muy bien-* (Mooee bee-ehn) or *excelente-* (ehx-she-lehn-te).)
4. Vocabulary practice & review.
There are a number of written practice activities and games included in this section which can be used to practice the vocabulary.
Oral practice: Students can cut out pictures of people to create an imaginary family. Each student has a set of family members. The teacher then asks the students to show each family member. Ex. *Muestra la mamá.* (Mooehs-trah ...) *Muestra el papá...* and so on.

Vocabulary can also be practiced and reviewed by using the enclosed songs as well. (Also look at the enclosed chart of additional learning activities.)

Step Two: Once students have mastered the vocabulary, they can begin talking about their own family.

First, teach them the possessive pronouns: *mi, tu, su*

mi-(mee)- (my), *tu-* (too)- (your), *su-* (soo)- (his) (her)

Bring pictures of your family and have students bring pictures of their family members as well. Introduce your family by saying. "*Es mi mamá. Es mi papa.*"...

Then ask, *Muestra tu mamá. Muestra tu papá,* and so on.

Next, teach them the words *grande-* (grahn-deh)- (big) and *pequeña-* (peh-keh-nya)= (small) and *mediana-* (meh-dyah-nah) (medium)

Show pictures of small, medium and large families.

Point to each picture and say: *La familia es ..(grande).* Then ask: *¿Cómo es la familia?* (What's the family like? (meaning size)) Students answer: *Es(grande)*

For more reinforcement: Point to a picture and ask: *¿Es grande o pequeña?* (Is it big or small?) and have students answer accordingly.

Review numbers 1-10, if your students have learned the numbers in Spanish. This is a good time to review them. If not it might be a good idea to teach them with this unit.

Teach them: *¿Cuántos hay en tu familia?* (Kwahn-tohs ahee ehn too fah-mee-leeah)

(How many are there in your family?)

Hay _____ (ahee) (There is or there are)

Step Three: Once they have learned the names of the family members, ask students to tell about whether their family is big or small. For example: "*Mi familia es grande o pequeña.*"

First, Role Model by talking about your family.

Say: "*Mi familia es (Grande, mediana, pequeña).* (Then, introduce the names of the family members.) *Mi papá se llama* (name). *Mi mamá se llama* (name) and so on.

Next, Ask students the question: *¿Es tu familia grande, mediana o pequeña?*" (Is your family big, medium or small.) Students will answer: *Mi familia es...*

Then, ask about the names of the family members. *¿Cómo se llama tu (mamá)?* And so on.



(Literally- What's your mother called?) Students answer: *Se llama* _____. Keep asking about each family member.

Step Four: Students talk about their pets.

First, Ask students: *¿Tienes una mascota?* (Do you have a pet?)

Students answer: *Sí, tengo un (perro, gato,)*

Step Five: Students write about their families.

Provide students with a model:

For example: "*Me llamo* _____. *Mi familia es* _____ (*grande, pequeña, mediana*). *Mi padre se llama* _____. *Mi madre se llama* _____. *Mi hermano/a se llama* _____".

(My name is _____. My family is _____. My father's name is _____. My mother's name is _____.)

Step Six: Assessment

This can be done orally, through a project or simply use the enclosed quiz.

Songs

¡Qué Hogar Feliz!- "Happy, Happy Home"



Con la mamá en la familia,
que hogar feliz, que hogar feliz,
que hogar feliz.
Con la mamá en la familia,
que hogar feliz, que hogar feliz.

Con el papá en la familia,
que hogar feliz, que hogar feliz,
que hogar feliz.
Con el papá en la familia,
que hogar feliz, que hogar feliz.

Con el abuelo en la familia,
que hogar feliz, que hogar feliz,
que hogar feliz.
Con el abuelo en la familia,
que hogar feliz, que hogar feliz.

Con la abuela en la familia,
que hogar feliz, que hogar feliz,
que hogar feliz.
Con la abuela en la familia,
que hogar feliz, que hogar feliz.

Con el hermano.....que hogar feliz.
Con la hermana que hogar feliz.
Con el bebé... que hogar feliz.
Con Jesús que hogar feliz.



Note: With this song I use pictures of family members and of Jesus and have students hold them while we sing.

Family Song

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



Padre -- father,
madre -- mother,
chico - boy,
chica -- girl,
abuelo is grandpa,
abuela is grandma,
in our family,
in our family.

Hermano -- brother,
hermana -- sister,
chico -- boy,
chica -- girl,
abuelo is grandpa,
abuela is grandma,
in our family,
in our family.



La Familia

el abuelo

la abuela

el papá

la mamá

la hermana

el hermano

la hija

el hijo

el tío

la tía

el primo

la prima

el bebé

la bebé

la nieta

el nieto

el sobrino	la sobrina
el perro	el gato

grandfather	grandmother
father	mother
sister	brother
daughter	son

The Family

uncle

aunt

boy cousin

girl cousin

baby girl

baby boy

granddaughter

grandson

nephew

niece

dog

cat

Nombre _____

Matching Family Members

Draw a line to match the picture with the Spanish word for the person.



la hija

el hijo



la mamá



el bebé

el papá



el abuelo

Nombre _____

La Familia

Copy the Spanish word for the family members in each box and draw a picture.

la familia _____		el abuelo _____	
El papá _____		la abuela _____	
la mamá _____		el bebé _____	
el hijo _____		la hija _____	

Write the Spanish words from above next to the English words.

family _____ daughter _____ son _____
mother _____ father _____ baby _____
grandfather _____ grandmother _____



Nombre _____

El Arbol de la Familia

Use the word bank below to label the family tree.

el abuelo

la abuela

el papá

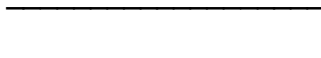
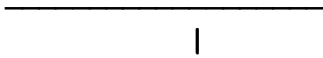
el hermano

la mamá

el hijo

la hija

la hermana



los hijos



--- los hermanos---

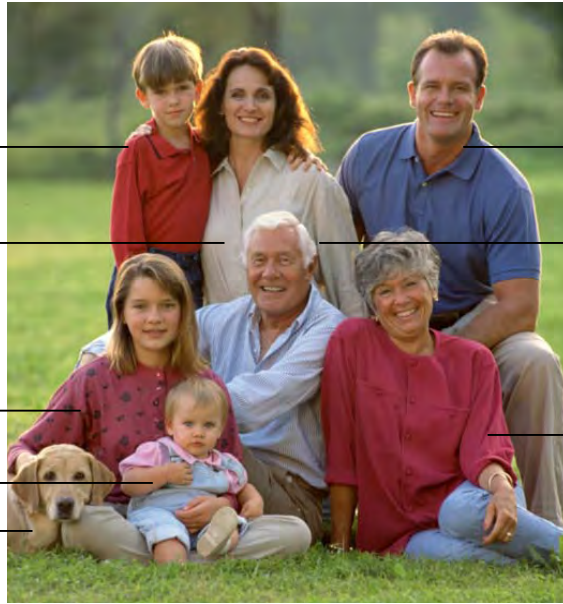


Nombre _____

Fecha _____

Label the picture using the words from the word bank.

La Familia



el abuelo	la abuela	el papá	la mamá
el hermano	la hermana	el bebé	el perro

Putting it all Together

Sample conversation directed to an individual.

Teacher: *Hola*, _____.

Student: *Hola*, _____.

Teacher: *¿Cuántos* _____ *hay en tu familia?*

(primos, hijos, tios, etc.)

Student: Hay _____ *(tios, hermanos...)* *en mi familia.*

Teacher: *¿Cómo se llama tu* _____ *?*

(mamá, papá, hermano, hermana...)

Student: *Se llama* _____.

Teacher: *¿Tienes una mascota?*

Student: *Si, tengo un (perro or gato) or No, no tengo una mascota.*

Translation:

Teacher: Hello, _____. (student's name)

Student: Hello, _____.

Teacher: How many _____ are in your family?

(cousins, children, aunts, uncles, etc.)

Student: There are _____ *(uncles, brothers...)* in my family.

Teacher: What's your _____ 's name?

(mother, father, brother, sister...)

Student: His/her name is _____.

Teacher: Do you have a pet?

Student: Yes, I have a dog or cat. or No, I don't have a pet.



Instructional Activities

Activities	Directions	Material Needed
Singing Songs	Write down the words of the song on a piece of paper.	large piece of paper markers
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 vocabulary cards and glue along the corresponding English translation so it looks like a window when you flip it up.	scissors glue
Family Tree Project	Create a family tree with at least two or three generations. Label each person (relationship) in Spanish. Students can then present them in class.	paper, pencil
"Tres en Raya"	Cut out vocabulary cards. Have students arrange them in three rows of three. Call out the name of the family member (in English or Spanish) and have students turn the card over. When they have three in a row turned over, they call "Tres."	vocabulary cards
"Spanish Bee"	Play like spelling bee. Students translate short phrases of family, nouns and numbers vocabulary.	small flash cards (write vocabulary below on one side and English translation on the other.)
Family Puppets	Assemble according to directions and use for practicing vocabulary.	paper, crayons or markers, scissors, straws, popsicle sticks or unsharpened pencils, glue or tape

Family Puppets

These can be treated as coloring pages, puppets or felt board characters.

To make them into puppets, simply tape a drinking straw, popsicle stick or unsharpened pencil to the back.

To make them felt board characters, glue a small piece of coarse sand paper to the back.



Materials:

1. printer
2. paper
3. something to color with
4. scissors
5. OPTIONAL: thin cardboard (old cereal boxes)
6. OPTIONAL: clear contact paper

Instructions:

1. print out the templates (as needed) to make a family for the child. You can make a pretend family or use the templates to model their own. Depending on how many siblings, etc., the child has, you may need to print duplicates of some of the templates.
2. color in the pieces
3. optional: glue to a thin piece of cardboard (ex: old cereal boxes) to make them a bit sturdier.
4. cut out the pieces along the outside oval (great scissor practice for preschoolers!)
5. optional: cover (front and back) with clear contact paper to keep them from getting wet or dirty.

Family Templates



mom



dad



el hermano

big brother



la hermana

big sister

el bebé



baby

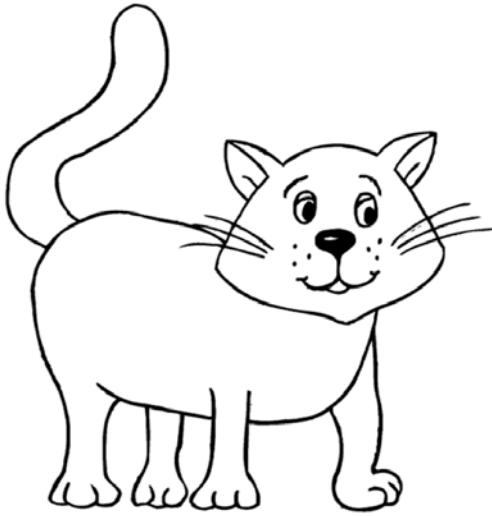


grandpa



grandma

Las Mascotas



el gato



el perro



Bulletin Board
Ideas

Have students bring pictures of their families. Make a frame for each picture and feature a few families at the time. You could have the students write about their family and place their paragraph under each family.

Example. *Hola, me llamo*_____.

Mi familia es (grande o pequeña).

Tengo _____ *hermanos (hermanas).*

*Mi papá se llama*_____.

Mi mamá se llama _____.

Mis hermanos/ (as) se llama/n _____, _____ y _____.

Family Tree

Make a large tree and staple to the bulletin board. The title will be, "*Mi Arbol de Familia*" (My Family Tree)
Los Hendersons (The Hendersons)

Cut out apples shapes out of construction paper and tape or glue student's family pictures to each one. Have students label each one. Example, *Mi mamá, Mi papá*, and so on. Place apples on the branches. Then place the paragraph above, below the tree.

Answer Sheets:

ANSWER KEY

Matching Family Members

Draw a line to match the picture with the Spanish word for the person.



la hija



el hijo

la mamá



el bebé

el papá



el abuelo

Nombre _____

Answer Key: La Familia

Copy the Spanish word for the family members in each box & draw a picture

la familia _____		el abuelo _____	
el papá _____		la abuela _____	
la mamá _____		el bebé _____	
el hijo _____		la hija _____	

Write the Spanish words from above next to the English words.

family la familia daughter la hija son el hijo
 mother la mamá father el papá baby el bebé
 grandfather el abuelo grandmother la abuela

ANSWER KEY:

El Arbol de la Familia

Use the word bank below to label the family tree.

el abuelo

la abuela

el papá

el hermano

la mamá

el hijo

la hija

la hermana



el abuelo |

la abuela



la mamá

el papá



los hijos



--- los hermanos---



el hijo / el hermano

la hija / la hermana

Nombre _____

Fecha _____

Prueba

Label the picture using the words from the word bank.

La Familia

el hermano _____

_____ el papá

la mamá _____

_____ el abuelo

la hermana _____

_____ la abuela

la bebé _____

el perro _____



el abuelo

la abuela

el papá

la mamá

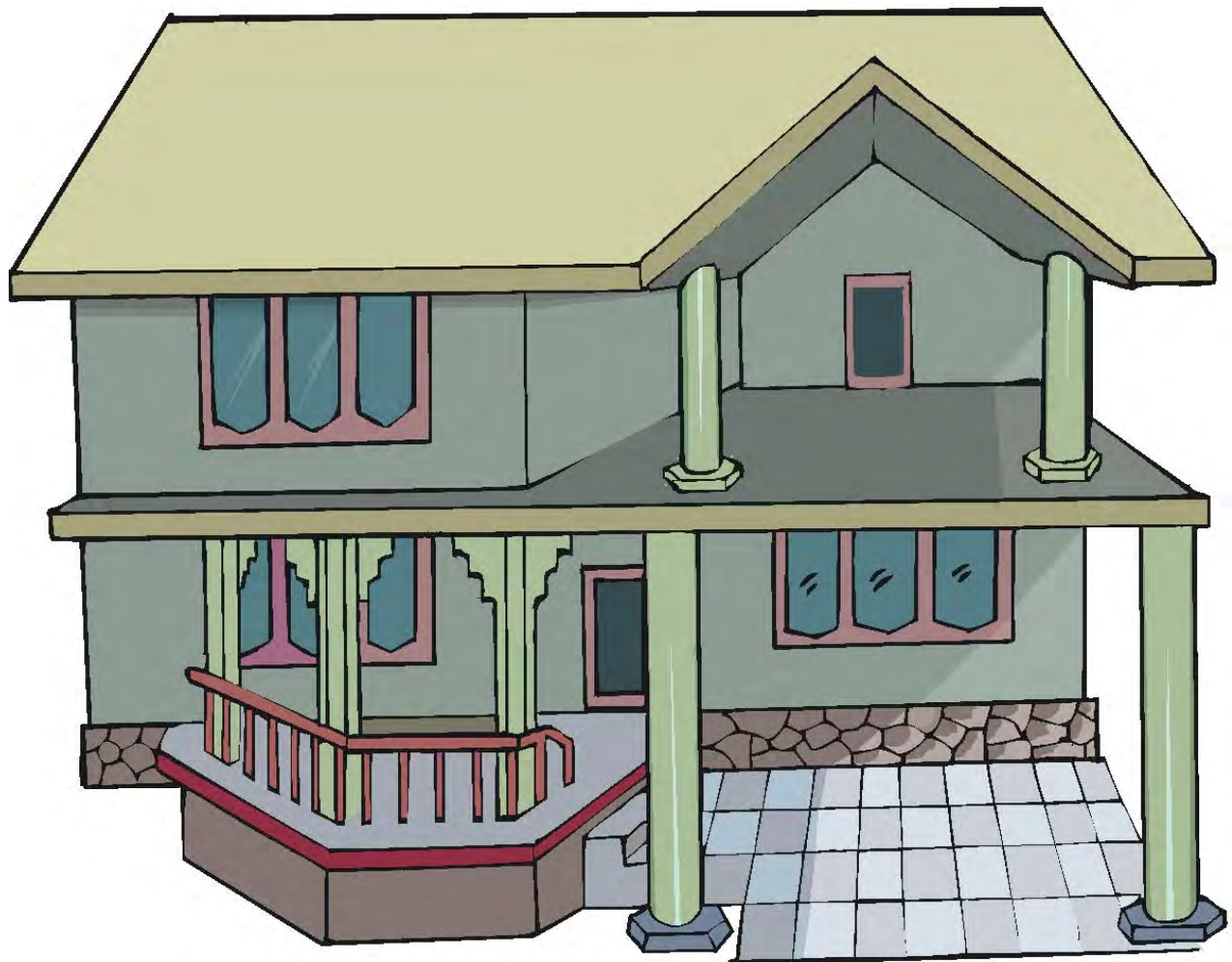
el hermano

la hermana

el bebé

el perro

Mi Casa





Mi Casa

OBJECTIVE

To be able to use vocabulary related to the home; to describe their home, the rooms and talk about the household chores they must do at home.

PROCESS

First Step: The teacher will introduce the vocabulary naming and showing pictures of a house, an apartment, and all the rooms they are in. The students will repeat the pronunciation of the words after the teacher. **(You may want to use the Unit's recorded vocabulary and have the students repeat.)**

Students repeat: Example, *La casa* (the house), *El apartamento*, (the apartment) Then, name the other places and things around the outside of the house. Example, "*El jardín, la cerca, el césped*" and so on. (I generally begin with the outside and then move to the inside.)

Check comprehension by asking questions such as "*¿Clase, es una casa o un apartamento?*"

(Give two choices for them to choose from.) Model by saying: "*Es una casa.*" (It's a house.) To reinforce, continue to ask: "*¿Qué es clase?*" (What is it, class?) Reward or correct their answers by saying. "*Muy bien. Sí, es una casa. No, clase, es un apartamento.*"

*At this point you can re-teach the words "*grande, mediana/o* and *pequeño/o*", to describe the size of their house or apartment. Also, teach them the adjective *bonita* or *bonito* (pretty) to describe their house or apartment.

Ask the question: *¿Cómo es tu casa (o) apartamento? ¿Es grande, Mediana/o o pequeña/o?*

Student answers: "*Es grande (or) pequeña...*"



Second Step: Once students have mastered the first vocabulary, then move to the inside of the house introducing each room of the house in the same manner.

Example, *La cocina, el dormitorio*, and so on. Always having the students repeat after the teacher.

Remember to check for comprehension. This type of questioning also helps to reinforce the vocabulary.

Ask: "*¿Clase, es la cocina o el dormitorio?*" (Class, is this the kitchen or the bedroom?)
Model by saying: "*Es la cocina.*" (It's the kitchen). To reinforce, continue to ask: "*¿Qué es clase?*" (What is it, class?)

Reward or correct their answers by saying. "*Muy bien. Sí, es la cocina. No, clase, es el dormitorio.*"

Once students have learned the names of rooms, ask students to tell about the rooms in their house or apartment. For example: Ask: "*En mi casa hay una sala, un comedor, una cocina....*" (In my house there is a living room...) "*En la sala hay En la cocina hay*" (In the, living room there's a...) At this point you can also ask them about the size (*¿Cómo es la cocina? ¿Es grande?* (What's the kitchen like? Is it big.)

Third Step: Contents of each room

In the same manner introduce all the furnishings within each room using the graphics provided. For example: "*En la cocina hay una lavadora.*" (In the kitchen there's a dish washer.) Take the time to teach one room and its furnishings at a time.

Remember to have students repeat and always check for comprehension.

Fourth Step: Practice makes perfect!

Oral and Written Practice: Enclosed you will find lots of ideas you can use to practice vocabulary both oral and written.

Fifth Step: Daily Actions (For more advanced levels, skip for lower levels.) This is included in the vocabulary sheet.

Sixth Step: Household Chores

Once students have mastered the vocabulary of the house and its furnishings, the teacher can begin teaching about household chores. I usually teach this with 7th and 8th graders.

Oral and Written Practice: Enclosed you will find lots of ideas to use to practice vocabulary both oral and written.

Seventh Step: Assessment: Enclosed you will find ideas for oral and written assessment.

At this point students can write a short paragraph about their house or apartment. (This can also be illustrated very nicely depending on the student's age.)

Here's an example:

Mi Casa

Vivo en una casa grande y bonita. En mi casa hay una sala grande, un comedor pequeño, un baño mediano, una cocina grande y tres habitaciones medianas. Mi casa tiene un garaje, un patio y una chimenea.

(translation)

I live in a big beautiful house. In my house there's a large living room, a small dining room, a small bathroom, a large kitchen and three medium size bedrooms. My house has a garage, a backyard, and a fireplace.

The order in which you teach these concepts is really entirely up to you as the master teacher. You can most certainly add or delete from it. You know your students well and know how fast or slow they can absorb. Teach in small chunks. The most important thing is to have fun with it!

Household chores

I usually teach about household chores to 7-12 grades. (although you can also do it with younger ages.) You can use ideas listed under guided and independent practice. The important thing is to make it fun for them.



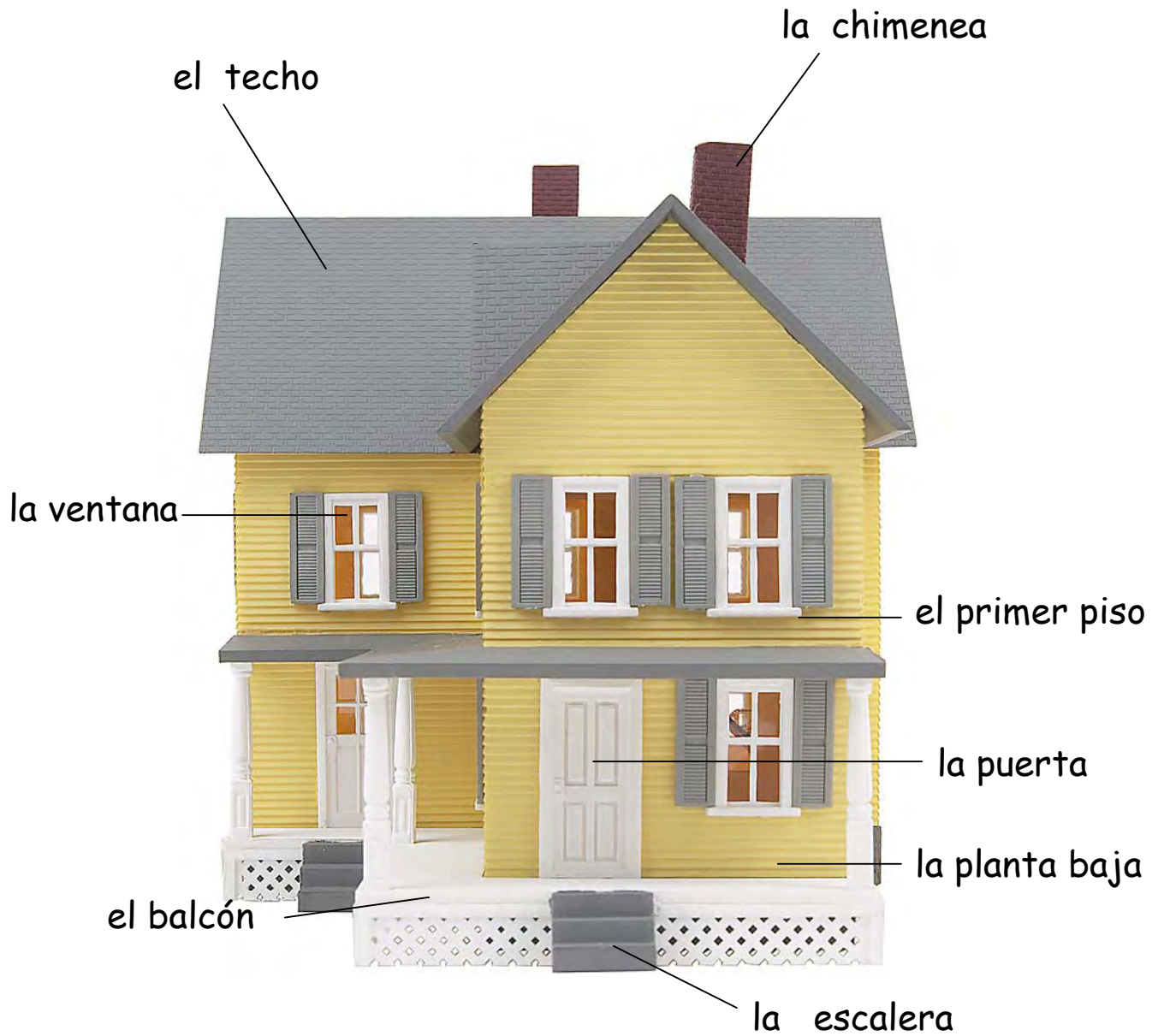
¿Dónde vives?

¿...en una casa

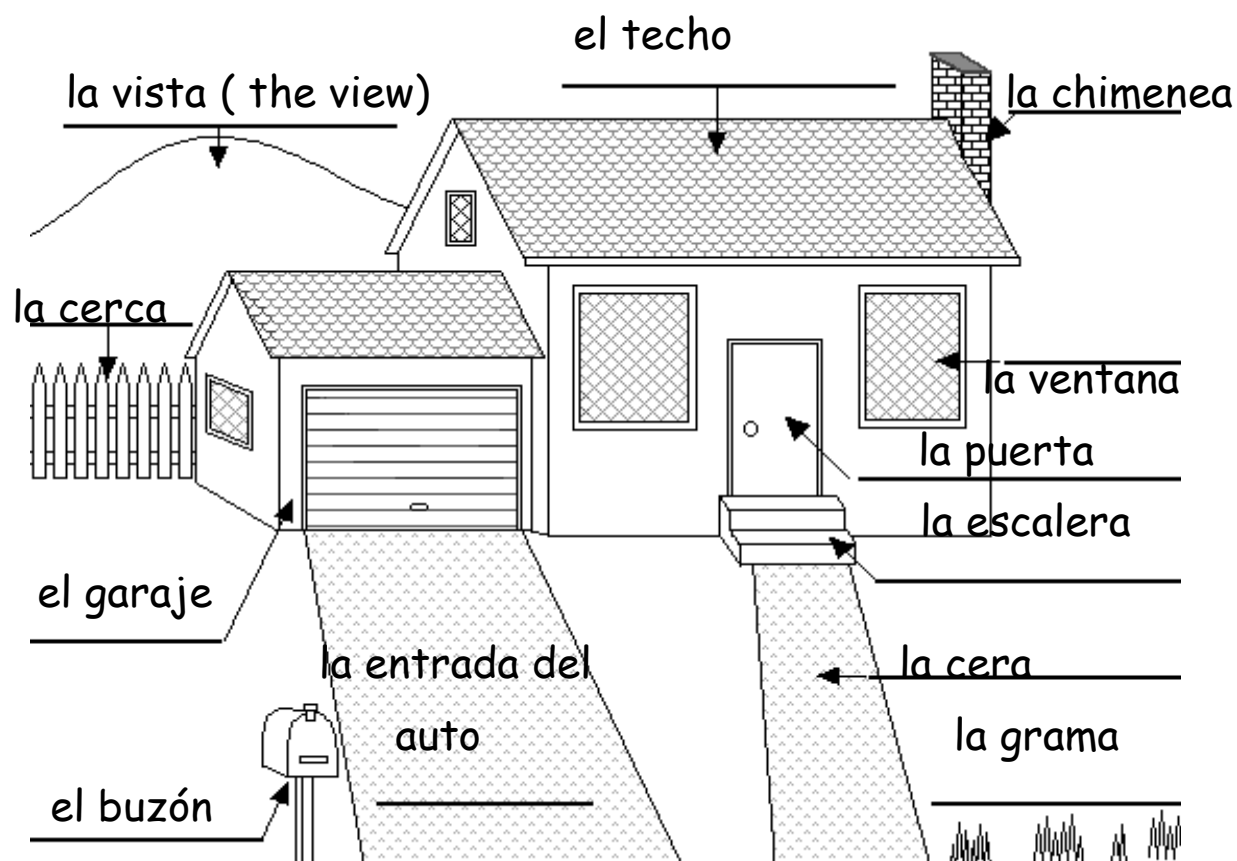


en un apartamento?

Mi Casa



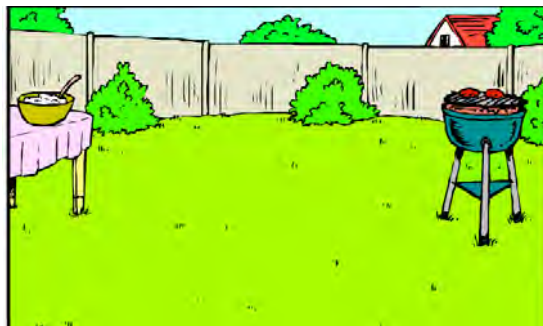
Alrededor de Mi Casa



Alrededor de Mi Casa



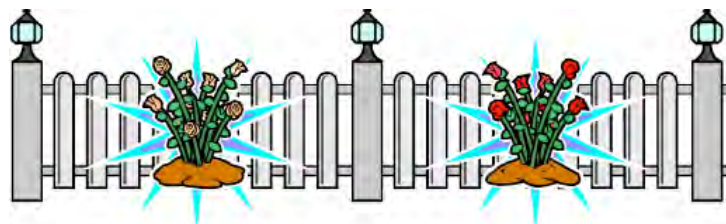
el garaje



el patio



el buzón



la cerca



el jardín

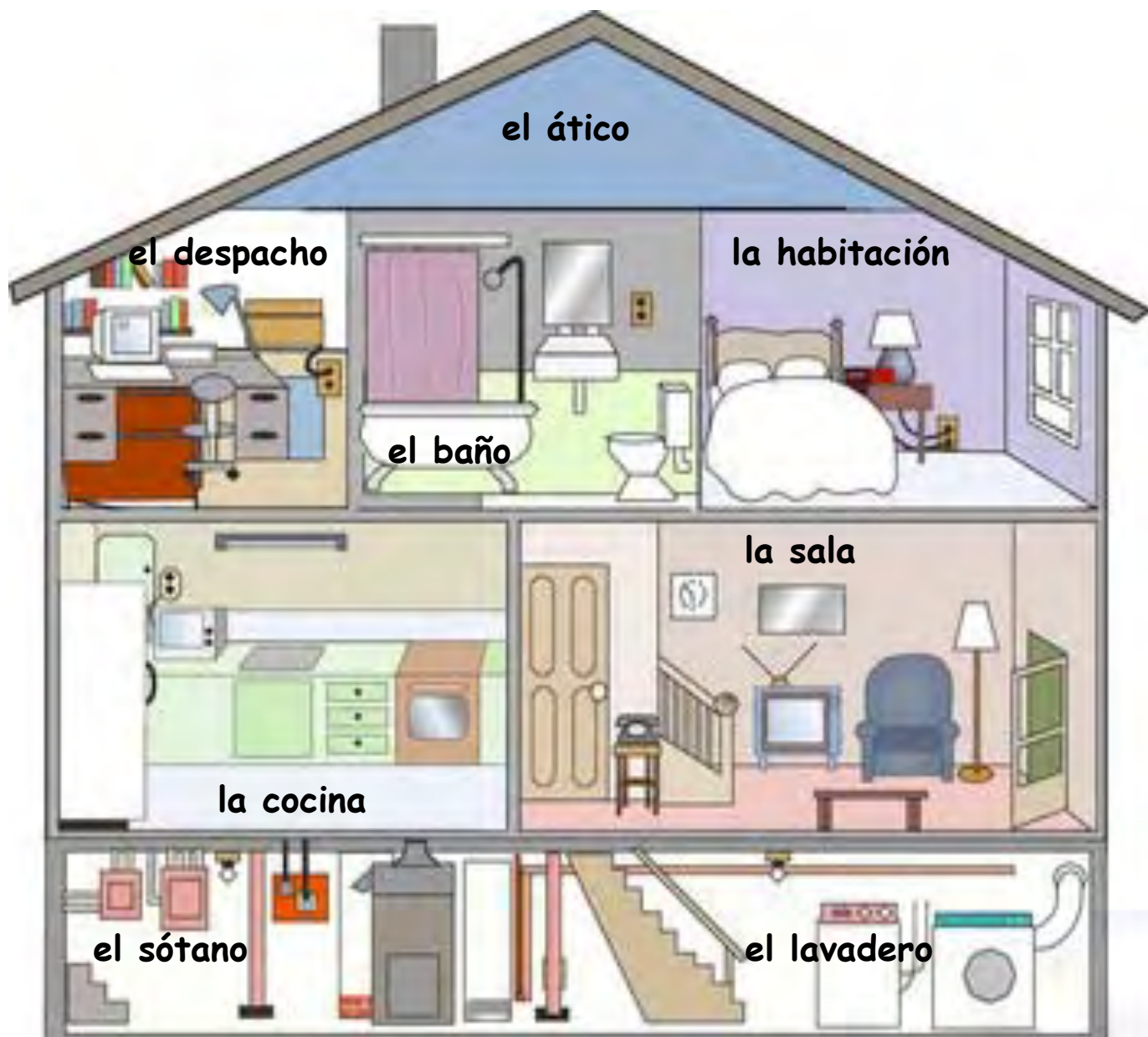


la cerradura

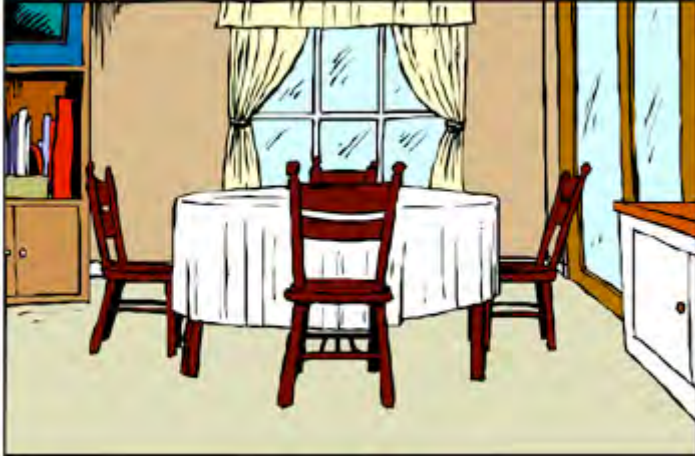


la llave

Lugares en Mi Casa



Otros Lugares en mi Casa



el comedor



el pasillo



Songs

En Mi Casa

(Sing to the tune of the Muffin Man)

En mi casa hay una sala.
Hay una sala, hay una sala.
En mi casa hay una sala,
y me siento allí.

En mi casa hay una cocina.
Hay una cocina, hay una cocina.
En mi casa hay una cocina,
y mamá cocina allí.

En mi casa hay un comedor.
Hay un comedor, hay un comedor.
En mi casa hay un comedor.
y allí como yo.

En mi casa hay una habitación,
Hay una habitación, hay una habitación.
En mi casa hay una habitación.
y allí duermo yo.

En mi casa hay un baño.
Hay un baño, hay un baño.
En mi casa hay un baño.
y allí me baño yo.

In My House

In my house there's a living room.
There's a living room, there's a living room.
In my house there's a living room.
and that's where I sit.

In my house there's a kitchen.
There's a kitchen, there's a kitchen.
In my house there's a kitchen,
and Mom cooks there.

In my house there's a dining room.
There's a dining room, there's a dining room.
In my house there's a dining room.
and that's where I eat.

In my house there's a bedroom.
There's a bedroom, there's a bedroom.
In my house there's a bedroom,
and that's where I sleep.

In my house there's a bathroom.
There's a bathroom, there's a bathroom.
In my house there's a bathroom,
and that's where I bathe.



Lugares en mi casa

(places in my house)

Vocabulario



Inglés	Español	Pronunciación
the house	la casa	lah kah-sah
the apartment	el apartamento	ehl ah-apahr-tah-mehn-toh
the roof	el techo	ehl teh-choh
the chimney	la chimenea	lah chee-meh-neh-ah
the garden	el jardín	ehl hahr-deen
the porch	el balcón	ehl bahl-cohn
the garage	el garaje	ehl gah-rah-heh
the fence	la cerca	lah sehr-kah
the yard	el patio	ehl pah-teeoh
the driveway	la entrada a la casa	lah ehn-trah-dah ah lah kah-sah
the street	la calle	lah kah-yeh
the mailbox	el buzón	ehl boo-sohn
the door	la puerta	lah pooh-ehr-tah
the window/s	la/s ventana/s	lah/s vehn-tah-nah/s
the living room	la sala	lah sah-lah
the family room	la sala de estar	lah sah-lah deh ehs-tahr
the dining room	el comedor	ehl coh-meh-dohr
the kitchen	la cocina	lah koh-see-nah
the bedroom (depending on the country- different words are used)	el dormitorio/ el cuarto / la alcoba/ la recámara/ la habitación	ehl dohr-mee-toh-reech / ehl kooahr-toh/ ah ahl-coh-bah / lah reh-cah-mah-rah / lah ah-bee-tah-seeohn
the basement	el sótano	ehl soh-tah-noh
the wash room	el lavadero	ehl lah-bah-deh-roh
the bathroom	el baño	ehl bah-nyo
the hall	el pasillo	ehl pah-see-yoh
Do you live in a house or an apartment?	¿Vives en una casa o en un apartamento?	bee-behs ehn oo-nah kah-sah oh ehn oon ahpahr-tah-mehn-toh?
I live in a house. I live in an apartment.	Vivo en una casa. Vivo en un apartamento.	bee-boh ehn oo-nah kah-sah. bee-boh ehn oon ah-pahr-tah-mehn-toh.
What's your apartment like?	¿Cómo es tu apartamento?	Koh-moh ehs too ah-pahr-tah-mehn-toh
My apartment is ...	Mi apartamento es...	Mee ah-pahr-tah-mehn-toh ehs
In what floor do you live?	¿En qué piso vives?	Ehn keh pee-soh vee-vehs
How many rooms are there in your apartment?	¿Cuántos cuartos hay en tu apartamento?	Kooahn-tohs Kooahr-tohs ahee ehn too ah-pahr-tah-mehn-toh
What's your house like?	¿Cómo es tu casa?	Koh-moh ehs too kah-sah

Lugares en mi casa

(places in my house)

Vocabulario

Inglés	Español	Pronunciacion
My house is	Mi casa * es..	mee kah-sah ehs..
big/ medium size/ small	grande/ mediana/ pequeña	grahn-deh / meh-deeah-nah/ peh-keh-nyah
*What color is your house?	¿De qué color es tu casa?	deh keh koh-lohr ehs too kah-sah?
How many rooms are there in your house?	¿Cuántos cuartos hay en tu casa?	kooahn-tohs kooahr-tohs ahee en too kah-sah?
* There are..	hay...	ahee
*How many floors does your house have?	¿Cuántos pisos tiene tu casa?	Koo-ahn-tohs pee-sohs tee-eh-neh too ka-sah?
*It has ____ floors.	Tiene un piso/ dos pisos.	tee-eh-neh oon pee-soh/ dohs pee-sohs.
What's your favorite room?	¿Cuál es tu cuarto favorito?	Kooahl ehs too kooahr-toh fah-boh-ree-toh
My favorite room is..	Mi cuarto favorito es ...	mee kooahr-toh fah-boh-ree-toh es
What's this room?	¿Qué cuarto es?	keh kooahr-to ehs
It's the	Es el / la	ehs ehl / lah

* optional for more advanced.

The word *casa* in Spanish is used to mean both house and home.

Example: Mi casa es tu casa.

My home is your home.

Grammar Note: Verb: *Vivir* - to live

Vivo- I live

Vives- you live- (¿Vives? - Do you live...?)

Hay is used to say- there is and there are





Lugares en mi casa

(places in my house)

Vocabulario Opcional

This section is an option for more advanced students in grades 7-12

<i>Where do you sleep?</i>	<i>¿Dónde duermes?</i>	<i>dohn-deh dwer-mehs</i>
<i>I sleep in the bedroom.</i>	<i>Duelmo en el dormitorio.</i>	<i>dwehr-moh ehn ehl dohr-mee-toh-reeoh</i>
<i>Where do you play?</i>	<i>¿Dónde juegas?</i>	<i>don-deh hwe-gahs</i>
<i>I play in the yard.</i>	<i>Juego en el patio.</i>	<i>hwe-goh ehn ehl pah-teeoh</i>
<i>Where do you watch TV?</i>	<i>¿Dónde miras la televisión?</i>	<i>don-de mee-rahs lah teh-leh-vee-seeohn</i>
<i>I watch TV in the</i>	<i>Miro la television en...</i>	<i>mee-roh lah the-leh-vee-see-ohn ehnh...</i>
<i>Where does your mother cook?</i>	<i>¿Dónde cocina tu mamá?</i>	<i>don-deh koh-see-nah too mah-mah</i>
<i>She cooks in the kitchen.</i>	<i>Ella cocina en la cocina.</i>	<i>eh-yah koh-see-nah ehn lah ko-see-nah</i>
<i>Where do you bathe?</i>	<i>¿Dónde te bañas?</i>	<i>don-deh teh bah-nyahs</i>
<i>I bathe/ or shower in the bathroom.</i>	<i>Me baño (o ducho) en el baño.</i>	<i>meh bah-nyo ehn ehl bah-nyoh (doo-choh) ehn ehl bah-nyoh</i>
<i>Where do you study?</i>	<i>¿Dónde estudias?</i>	<i>don-deh ehs-too-deeahs</i>
<i>I study in the ...</i>	<i>Estudio en ...</i>	<i>ehs-too-deeoh en ...</i>
<i>Where do you listen to music?</i>	<i>¿Dónde escuchas música?</i>	<i>don-deh ehs-koo-chahs moo-see-kah</i>
<i>I listen to music in ...</i>	<i>Escucho música en ...</i>	<i>Ehs-koo-choh moo-see-kah ehnh..</i>
<i>Where do you eat?</i>	<i>¿Dónde comes?</i>	<i>don-deh koh-mehs</i>
<i>I eat in the dining room.</i>	<i>Como en el comedor.</i>	<i>Koh-moh ehn ehl koh-meh-dohr</i>
<i>Where is the car parked?</i>	<i>¿Dónde se estaciona el auto?</i>	<i>don-deh se ehs-tah-seeoh-nah ehl ahoo-toh</i>
<i>The car is parked in the..</i>	<i>El auto se estaciona en (el garaje.)</i>	<i>ehh ahoo-toh seh ehs-tah-seeoh-nah ehn hl (gah-rah-heh)</i>

*In order for students to understand this part, they need to have had some verb conjugation experience.



I

Mi Casa



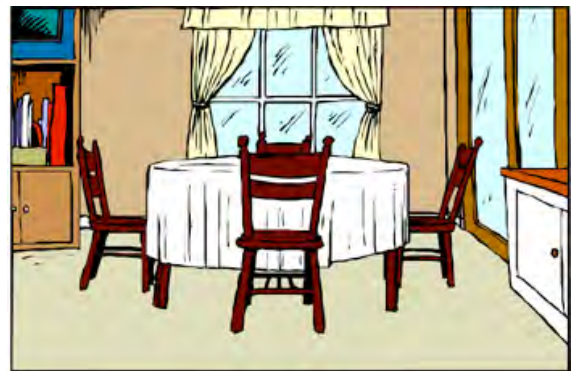
el apartamento



la casa



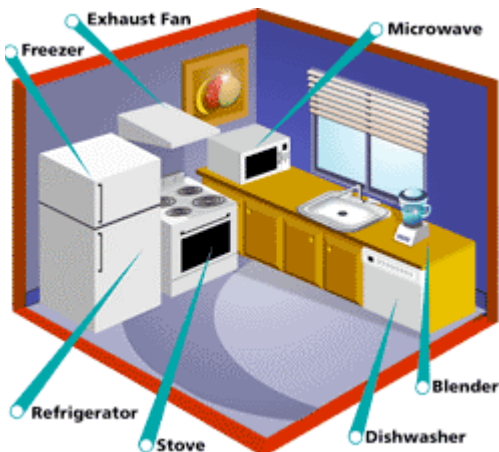
el dormitorio



el comedor

la cocina

la sala





la sala de estar



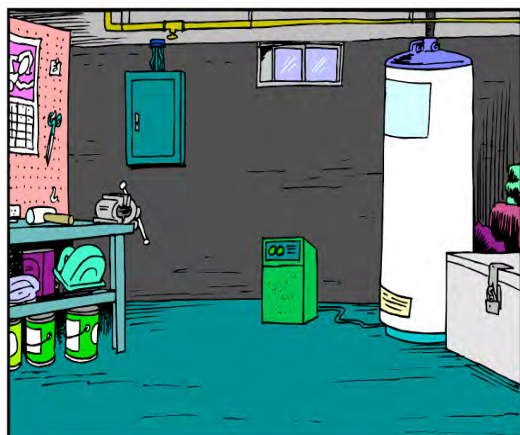
el despacho



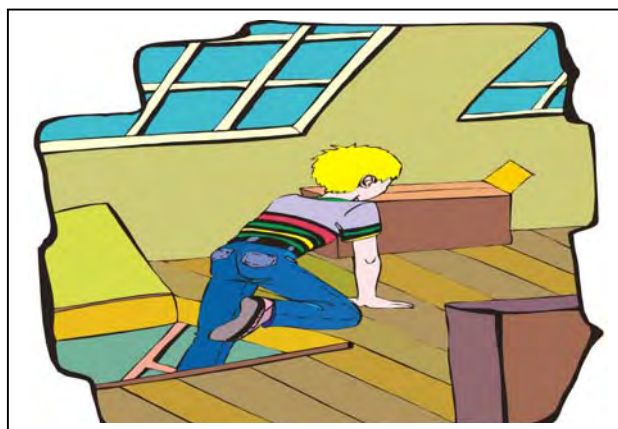
el baño



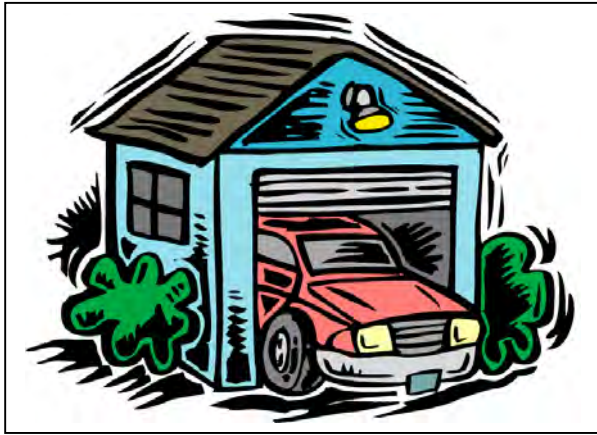
el lavadero



el sótano



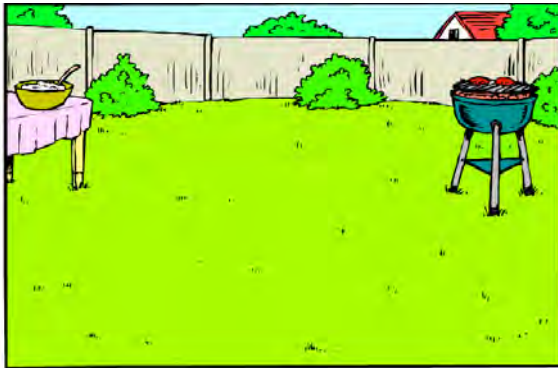
el ático



el garaje



la entrada a la casa



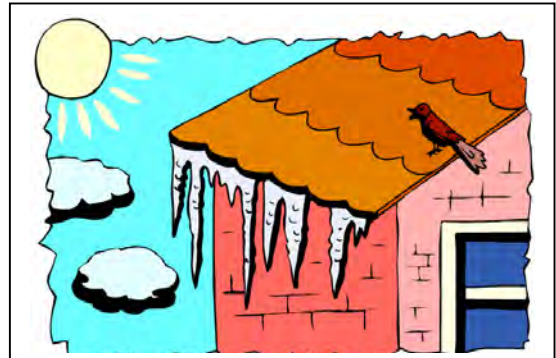
el patio



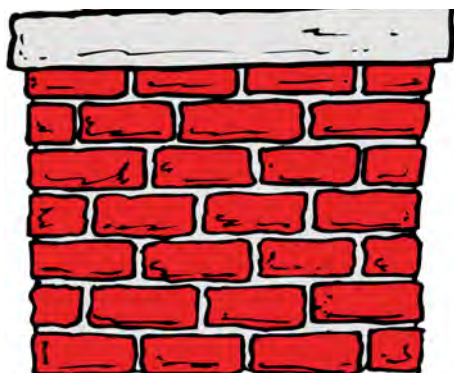
el jardín



el balcón



el techo



la chimenea



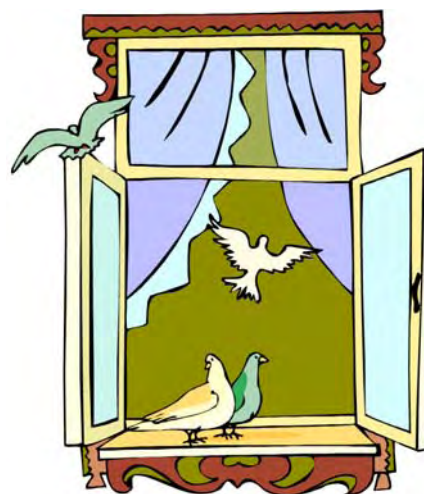
la calle



la cerca



la puerta



la ventana



el buzón



la escalera



la cerradura



la llave



La sala

(The living room)

Vocabulario

Inglés	Español	Pronunciacion
the living room	la sala	lah sah-lah
the furniture	los muebles	lohs mweh-blehs
the sofa	el sofá	ehl soh-fah
the chair	el sillón	ehl see-yohn
the table	la mesa	lah meh-sah
the lamp	la lámpara	lah lahm-pah-rah
the television	el televisor	ehl teh-leh-vee-sohr
the picture	el cuadro	ehl kooah- droh
the fireplace	la chimenea	lah chee-meh-nehah
the wall	la pared	lah pah-rehd
the curtains	las cortinas	lahs kohr-tee-nahs
the plant	la planta	lah plahn-tah
the carpet	la alfombra	lah ahl-fohm-brah
the stereo system	el componente	ehl kohm-poh-nehn-teh
What's your living room like?	¿Cómo es tu sala?	Koh-moh ehs too sah-lah
My living room is	Mi sala es..	mee sah-lah ehs...
big/ medium size/ small	grande/ mediana/ pequeña	grahn-deh / meh-deeah-nah/ peh-keh-nyah
*What color is your living room?	¿De qué color es tu sala?	deh keh koh-lohr ehs too sah-lah?
What's in your living room?	¿Qué hay en tu sala?	Keh ahee ehn too sah-lah
* There is /are..	hay...	ahee
Where is the?	¿Dónde está el/ la?	dohn-deh ehs-tah ehl/ lah ...

Grammar Note:

The definite articles *el* & *la*= *the* in English are used to talk about specific items.

Example: *La sala es grande.* (The living room is big.)

When describing the home or apartment in general terms we use the indefinite articles *una* and *uno*= *a*. *En mi casa hay una sala.* (In my house there's a living room.)

