¡Aprenda!

An Honors Thesis (HONRS 499)

By

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Abstract

Learning a second language is a very valuable skill on which we as Americans put too little or belated emphasis. I chose to develop an elementary curriculum for Spanish because it is vitally important to start learning a second language as soon as possible. I created this curriculum to allow other teachers without a background in Spanish to get their students started learning Spanish sooner than would otherwise be possible. I have created a series of lesson plans and related materials (worksheets, handouts, games, etc.) that elementary teachers can use as a resource to begin teaching Spanish in their classrooms.

Acknowledgements

• I owe thanks to Dr. Patricia A. Clark for advising me throughout the process of developing this project.
• Thanks also go to Eric Kramarenko for his unwavering support and encouragement throughout the process of creating this enormous, and at times overwhelming, project. Without his support this project would not have been possible.
Works Cited


Our world is becoming increasingly smaller, and with that we are being brought even closer to those with whom we share it. This global community is made up of many different kinds of people, and in order to communicate with them we need to expand our horizons. Learning a second language opens doors, allowing us to communicate with an even larger circle of people. More people speak Spanish as their first language than those who speak English as their first language. Spanish is spoken by approximately 425 million people across the globe.

If you are going to learn a second language, the sooner you do it the easier it will be. Children have an amazing capacity to learn languages, starting from the moment they are born. However, children's interest in the sounds of language is at its peak by the time they are ten. Also, children who begin the study of Spanish in the early grades do learn to speak with a degree of fluency and with an acceptable Spanish accent that they will not have if they learn it later.

So, why do we wait until high school to offer foreign language to our children? We are not giving them the best chance to be successful if we wait until they are past their prime learning age to teach them another language. In Europe children begin learning a second language from the time that they enter school, and by the time they finish school many of them are bilingual or even trilingual. We should be doing the same things with our children, giving them the same opportunity.

**Introduction**
Because I feel that teaching a second language at a young age is so important, I have developed a series of lessons, to be used as a resource for myself and other teachers, to begin teaching Spanish to elementary school students. I have geared the lessons to 3rd or 4th graders, but they can be adapted to both younger and older students. Each lesson has an introduction geared toward teachers who have little or no background in Spanish. This section gives teachers the background information that they need to teach the lesson. Also, with each lesson are vocabulary pages and worksheets to help students learn and practice the vocabulary and grammar that are taught in each lesson. The students can keep these pages in a folder or binder to have as a resource to study and practice from, as well as to be a reference when they need it. Because I wanted to include as much information as possible for teachers I have included the "vosotros" forms of verbs and pronouns in my lessons. This verb form is not very common, being only spoken in Spain, but I have included so that it is there as a resource if a teacher so chooses to include it at this level.

I have broken down many aspects of Spanish grammar and vocabulary into individual lessons, but these lessons are by no means meant to be each taught in one day. They are a starting point for teachers to work with. Teachers will need to take more time with the more difficult lessons, reviewing and practicing before moving on to the next lesson. Also, the order of the lessons is not set in stone—there is some progression from lesson to lesson, but their order is flexible. Teachers should use the lessons that meet the needs of their students, when they need them. All of the lessons may not be applicable to every teacher and class; they are meant to be a guide and a resource.
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Lesson 1: Alphabet and pronunciation

Notes to Teacher: Many Spanish letters are pronounced more or less the way they are in English. Some, however, are quite different. Unlike English letters, which may be pronounced differently in different words (through and tough, bath and bathe, etc.), the sounds of the Spanish letters are always the same. When you are not sure how a Spanish word is pronounced you can refer to this table. The teacher table also includes the phonetic pronunciation of the example words, with the accented syllable in capital letters.

Objective(s):
- Students will pronounce the sounds of Spanish letters that differ from English letters, both in isolation and in words.

Materials:
- Word cards
- Teacher pronunciation charts
- Student pronunciation charts

Procedure:
- Pass out cards with various Spanish words on them to students. Have students take turns reading the word or words they were given aloud.
- Explain that in Spanish, certain letters make different sounds than they do in English.
- Now pass out student pronunciation charts. Read through each line, first reading the word in the English sound column, and isolating the sound from that word. Next have students repeat after you as a class. Now ask which student has the number 1 (or whatever the number is for each column on your teacher chart) on their card. Have them make the isolated sound again for that row, and then apply that to the word they have to read it aloud. Have the class repeat the word together, and write it in the appropriate box on their chart. Continue this process to fill in the entire chart.
<table>
<thead>
<tr>
<th>1. casa</th>
<th>2. mesa</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. libro</td>
<td>4. foto</td>
</tr>
<tr>
<td>5. mucho</td>
<td>6. banco</td>
</tr>
<tr>
<td>7. vaso</td>
<td>8. campo</td>
</tr>
<tr>
<td>9. cosa</td>
<td>10. central</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11.</td>
<td>cinco</td>
</tr>
<tr>
<td>12.</td>
<td>acción</td>
</tr>
<tr>
<td>13.</td>
<td>gafas</td>
</tr>
<tr>
<td>14.</td>
<td>goma</td>
</tr>
<tr>
<td>15.</td>
<td>general</td>
</tr>
<tr>
<td>16.</td>
<td>hasta</td>
</tr>
<tr>
<td>17.</td>
<td>jardín</td>
</tr>
<tr>
<td>18.</td>
<td>lámpara</td>
</tr>
<tr>
<td>19.</td>
<td>caballo</td>
</tr>
<tr>
<td>20.</td>
<td>año</td>
</tr>
<tr>
<td>21. que</td>
<td>22. caro</td>
</tr>
<tr>
<td>23. rico</td>
<td>24. perro</td>
</tr>
<tr>
<td>25. rosa</td>
<td>26. extra</td>
</tr>
<tr>
<td>27. examen</td>
<td>28. yo</td>
</tr>
<tr>
<td>29. y</td>
<td>30. zapato</td>
</tr>
</tbody>
</table>
# Teacher Pronunciation Chart

<table>
<thead>
<tr>
<th>Spanish Letters</th>
<th>English Sound</th>
<th>Examples (with pronunciation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a in father</td>
<td>1. casa (KAH-sah)</td>
</tr>
<tr>
<td>e</td>
<td>ay in day</td>
<td>2. mesa (MAY-sah)</td>
</tr>
<tr>
<td>i</td>
<td>ee in meet</td>
<td>3. libro (LEE-broh)</td>
</tr>
<tr>
<td>o</td>
<td>o in open</td>
<td>4. foto (FOH-toh)</td>
</tr>
<tr>
<td>u</td>
<td>oo in tooth</td>
<td>5. mucho (MOO-choh)</td>
</tr>
<tr>
<td>b, v</td>
<td>b in boy</td>
<td>6. banco (BAN-koh)</td>
</tr>
<tr>
<td>c</td>
<td>c in cat</td>
<td>8. campo (KAM-poh)</td>
</tr>
<tr>
<td>(before a, o, u)</td>
<td></td>
<td>9. cosa (KOH-sah)</td>
</tr>
<tr>
<td>c</td>
<td>c in cent</td>
<td>10. central (sen-TRAHL)</td>
</tr>
<tr>
<td>(before e, i)</td>
<td></td>
<td>11. cinco (SEEN-koh)</td>
</tr>
<tr>
<td>cc</td>
<td>KS sound in accept</td>
<td>12. acción (ahk-see-OHN)</td>
</tr>
<tr>
<td>g</td>
<td>g in go</td>
<td>13. gafas (GAH-fahs)</td>
</tr>
<tr>
<td>(before a, o, u)</td>
<td></td>
<td>14. goma (GOH-mah)</td>
</tr>
<tr>
<td>g</td>
<td>h in hot</td>
<td>15. general (hen-her-AHL)</td>
</tr>
<tr>
<td>(before e, i)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>Always silent</td>
<td>16. hasta (AH-stah)</td>
</tr>
<tr>
<td>j</td>
<td>h in hot</td>
<td>17. jardín (hahr-DEEN)</td>
</tr>
<tr>
<td>l</td>
<td>l in lamp</td>
<td>18. lámpara (LAHM-pah-rah)</td>
</tr>
<tr>
<td>ll</td>
<td>y in yes</td>
<td>19. caballo (kah-BAH-yoh)</td>
</tr>
<tr>
<td>ñ</td>
<td>ny in canyon</td>
<td>20. año (AH-nyoh)</td>
</tr>
<tr>
<td>qu</td>
<td>k in keep</td>
<td>21. que (kay)</td>
</tr>
<tr>
<td>r</td>
<td>Trilled once</td>
<td>22. caro (KAH-roh)</td>
</tr>
<tr>
<td>rr (or r at the beginning of a word)</td>
<td>Trilled strongly</td>
<td>23. rico (RREE-koh)</td>
</tr>
<tr>
<td>s</td>
<td>s in see</td>
<td>24. perro (PEH-rroh)</td>
</tr>
<tr>
<td>x</td>
<td>s in see</td>
<td>25. rosa (ROH-sah)</td>
</tr>
<tr>
<td>(before a consonant)</td>
<td></td>
<td>26. extra (ES-trah)</td>
</tr>
<tr>
<td>x</td>
<td>ks in socks</td>
<td>27. examen (ek-SAH-men)</td>
</tr>
<tr>
<td>(before a vowel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>y in yes</td>
<td>28. yo (yoh)</td>
</tr>
<tr>
<td>y</td>
<td>ee in meet</td>
<td>29. y (ee)</td>
</tr>
<tr>
<td>(by itself)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>z</td>
<td>s in see</td>
<td>30. zapato (sah-PAH-toh)</td>
</tr>
</tbody>
</table>

Lesson 1: Alphabet and pronunciation  Teacher pronunciation chart
### Pronunciation Chart

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<tr>
<td>B, v</td>
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<tr>
<td>c</td>
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<td></td>
</tr>
<tr>
<td>(before a, o, u)</td>
<td>c in cent</td>
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</tr>
<tr>
<td>C</td>
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<td>g</td>
<td>g in go</td>
<td></td>
</tr>
<tr>
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<td>h in hot</td>
<td></td>
</tr>
<tr>
<td>(before e, i)</td>
<td>Always silent</td>
<td></td>
</tr>
<tr>
<td>h</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>l</td>
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<td>ñ</td>
<td>ny in canyon</td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>Trilled once</td>
<td></td>
</tr>
<tr>
<td>rr</td>
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<td></td>
</tr>
<tr>
<td>s</td>
<td>s in see</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>s in see</td>
<td></td>
</tr>
<tr>
<td>(before a consonant)</td>
<td>s in see</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>ks in socks</td>
<td></td>
</tr>
<tr>
<td>(before a vowel)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>y in yes</td>
<td></td>
</tr>
<tr>
<td>y (by itself)</td>
<td>ee in meet</td>
<td></td>
</tr>
<tr>
<td>z</td>
<td>s in see</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 1: Alphabet and pronunciation**  
**Student pronunciation chart**
Lesson 2: Nombres (Names)

Notes to Teacher: There are many Spanish names for your students to choose from. They can choose one that looks similar to their own name, or they can choose a completely different name. Be careful with some of the names that look exactly or almost the same as English names—the pronunciation is often very different. For example, "Laura" in Spanish sounds more like, "Lah-EW-rah". If students choose one of these names they should practice the Spanish pronunciation in contrast to the English pronunciation that they are used to. At this time also introduce your Spanish name as being Senor (Mr.), Senora (Mrs.), or Senorita (Miss) followed by your last name.

Objective(s):
- Students will verbally practice pronunciation of Spanish names.

Materials:
- Name lists

Procedure:
- Hand out name lists to students, and have them choose a Spanish name for themselves, and put it on a name card (an index card folded in half, lengthwise, makes a good name tent that will stand up on their desks)
- Have students take turns saying their new name for the class, and have the entire class repeat the name. If necessary have the students refer to their pronunciation chart to say the names correctly.
- Now have students sit in a circle to play a game. Demonstrate to the students this pattern: pat your knees twice, clap your hands twice, and then snap your fingers on your right hand then your left hand. Have the students practice this rhythm all together, continuously repeating the pattern.
- Next add to the snapping part by saying your own name when you snap with your right hand, and then the name of a student when you snap with your left hand. Explain that the person whose name you said
after yours now has the responsibility of saying their name, and then another students name when the pattern gets to the snapping again.

➢ Now you have two options, you can just continue this as practice to learn other's names and practice pronunciation, or you can turn it into a competitive game. If you wish to make it a competition, you can practice this for a couple of minutes until the students get the hang of it, and then start the real game. When someone doesn't do their part when it is their turn, they move outside the circle and the pattern is started again until there are only two students left who are the winners.
**Boys**

Alano
Alberto
Alfredo
Alejandro
Andrés
Ángel
Armando
Arnoldo
Antonio
Arturo
Bartolomé
Basilio
Benito
Benjamín
Bernardo
Carlos
Cecilio
Claudio
Clemente
Conrado
Cristiano
Cristóbal
Daniel
David
Diego
Domingo
Donaldo
Edmundo
Eduardo
Emilio
Enrique
Ernesto
Esteban
Eugenio
Fabián
Federico
Felipe

**Girls**

Fernando
Francisco
Martin
Mateo
Miguel
Natón
Nataniel
Nicolás
Normando
Oscar
Pablo
Paco
Panchito
Patricio
Pedro
Rafael
Ramón
Raúl
Raimundo
Renaldo
Ricardo
Roberto
Rodolfo
Rodrigo
Rogelio
Rolando
Rubén
Samuel
Santiago
Sergio
Simón
Teodoro
Timoteo
Tomás
Vicente
Víctor

Elena
Elisa
Elsa
Ema
Emilia
Engracia
Enriqueta
Esperanza
Estela
Ester
Eugenio
Eva
Federica
Florence
Gabriela
Genoveva
Gertrudis
Gloria
Graciela
Hortensia
Inés
Irene
Iris
Isabel
Josefina
Juana
Judith
Julia
Laura
Leonor
Lidia
Linda
Lola
Lucía
Lucinda
Luisa
Luz
Magdalena

Lesson 2: Nombres (Names)
Lesson 3: Greetings and Farewells

Notes to Teacher: The vocabulary included in this lesson is very basic, but very useful in conversation. Creating dialogues and then performing them will help the students to practice these new words and phrases and build their confidence in the spoken Spanish.

Objective(s):
➢ Students will use new vocabulary to create short conversations.

Materials:
➢ Student vocabulary page
➢ Student Word Bank Books

Procedure:
➢ Pass out vocabulary pages to the students to put in their Word Bank Books. Guide them through filling it out by saying each word or phrase, having the students repeat the word after you, writing the word or phrase on the board, and finally having them write it in the appropriate space on their worksheet. (key is included with the Spanish words and phrases for you to use)
➢ Now ask a student to volunteer to have a conversation with you. Let him or her use their paper for help, and start the conversation with “hola”, letting them follow with a response, and responding in turn to what they say.
➢ Now ask the students to work with a partner to make a script for a short conversation, using their new vocabulary. Tell them that they each need to say at least three lines, and that they should each write it down as they go so that they each have a script.
➢ Ask for volunteers to perform their skits for the class.
Fill in the Spanish words and phrases that you can use when meeting and greeting people.

_________ ________ (hello)

_________ (goodbye)

_________ (bye)

_________ ________ (good morning)

_________ ________ (good afternoon)

_________ ________ (good night)

_________ ________ (see you later)

_________ ________ (see you tomorrow)

_________ ________ (my name is...)

¿_________ _______ _________? (What's your name?)

_________ ________ (Nice to meet you)

_________ (Delighted to meet you)
Nombre: ___________  llave: ________________________________

Fill in the Spanish words and phrases that you can use when meeting and greeting people.

_________ **hola** ______ (hello)

_________ **adiós** ______ (goodbye)

_________ **chao** ______ (bye)

_________ **buenos** ______ **días** ______ (good morning)

_________ **buenas** ______ **tardes** ______ (good afternoon)

_________ **buenas** ______ **noches** ______ (good night)

_________ **hasta** ______ **luego** ______ (see you later)

_________ **hasta** ______ **mañana** ______ (see you tomorrow)

_________ **me** ______ **llamo** ______ (my name is...)

¿**Cómo** ______ **te** ______ **llamas** ______? (What's your name?)

_________ **mucho** ______ **gusto** ______ (Nice to meet you)

_________ **encantado/a** ______ (Delighted to meet you)

Lesson 3: Greetings and Farewells

Vocabulary page key
Lesson 4: Definite Articles

Notes to Teacher: Unlike in English, objects in Spanish are either masculine or feminine. Most feminine words end in the letter -a, and most masculine words end in the letter -o. “El” (masculine) and “La” (feminine) mean “the” before an object. So “la puerta” means “the door” because “puerta” is feminine, and “el libro” means “the book” because “libro” is masculine. Regardless of who is speaking, a masculine object is always masculine, and a feminine object is always feminine. You should probably avoid this explanation to students if possible, and instead just let them know that to say “the” before a word, they have to use “el” or “la”, depending on the word, and that can usually be determined by the ending on the word; so, an -a on the end of a word would mean it would use “la”, and an “el” on the end of a word would mean it would use “el”.

Objective(s):
- Students will correctly pronounce the classroom vocabulary words
- Students identify whether the vocabulary words need an “el” or a “la” in front of them to mean “the”

Materials:
- Word labels
- Student Word Bank Books (Folder with three-ring-brads, or thin three-ring-binders)
- Vocabulary page for Word Bank Book
- Article worksheet

Procedure:
- Place the attached labels to the following classroom objects:
  - “la pizarra” on the chalkboard
  - “la puerta” on the door
  - “el libro” on a book
  - “la carpeta” on a folder
  - “el cuaderno” on a notebook
  - “la regla” on a ruler
  - “el papel” on a piece of paper
  - “la calculadora” on a calculator
- “la mochila” on a backpack
- “el pupitre” on a student desk
- “la silla” on a chair
- “el lápiz” on a pencil
- “el bolígrafo” on a pen

Read over each vocabulary word, pointing out the object with the label. Also, have students repeat each word after you. Point out that “el lápiz” means “the pencil” and “la carpeta” means the folder.

Pass out Word Bank Books (binders or folders), and page to go in the book. Have students label the Spanish words on the page, using the labeled things in the classroom as a guide, reminding them to write both words on the label (don’t forget the “el” or “la”!)

Now have the students look at the vocabulary words they wrote down on their vocabulary page, and ask them if they notice any pattern in the words in front of them. If they do not suggest it, point out that some of the words start with “el” and some of the words start with “la”.

Explain to students that in Spanish there are two words that mean “the”— “el” and “la”. Also explain that we decide which word for “the” to use, depending on the ending of the word we are talking about.

Now ask them to look at the ends of the words and to try and find a pattern for the words that start with “el”, and a pattern for the words that start with “la”. If they need prompting, point out that most of the words that start with “el” end in the letter -o, and that most of the words that start with “la” end in the letter -a.

Explain that some words do not end in an -o or an -a, and that they will just need to memorize whether these words need an “el” or a “la”.

Lesson 4: Definite Articles
la pizarra
la puerta
el libro
la carpeta
el cuaderno
la regla
el papel
la calculadora
la mochila
el pupitre
la silla
el lápiz
el bolígrafo
Fill in the lines with the Spanish word for each object

Nombre

Lesson 4: Definite Articles  Vocabulary page
Fill in the lines with the Spanish word for each object.

- la mochila
- el libro
- la calculadora
- la silla
- la pizarra
- el pupitre
- la puerta
- la carpeta
- el cuaderno
- el papel
- el bolígrafo
- el lápiz
- la regla
Lesson 5: Indefinite Articles

Notes to Teacher: "El" and "La" are called definite articles, because they specify a particular object. If we are talking about objects in a more general sense, like "a" book rather than a particular book, we use what we call indefinite articles before the object. The masculine indefinite article is "un", which is used with masculine objects, and the feminine indefinite article is "una", which is used with feminine objects. Hence "una puerta" means "a door", and "un libro" means "a book". You can explain this to students by telling them that if the word uses "el" for "the", then it will use "un" for "a", and if it used "la" for "the", then it will use "una" for "a".

Objective(s):
- Students will label vocabulary words correctly with "el", "la", "un", and "una"

Materials:
- Article worksheet

Procedure:
- Ask students again what "el" and "la" mean (the). Now introduce them to the words "un" and "una" by writing them on the board. Explain that like "el" and "la", these words go before a word, and they mean "a".
- Also explain that "un" acts just like "el" did, meaning that it goes in front of the same words that "el" went in front of. Write "el libro" on the board, and ask students to help you change it to make it say "a book" instead of "the book" (un libro)
- Explain that "una" acts just like "la" did, meaning that it goes in front of the same words that "la" went in front of. Write "la carpeta" on the board, and ask students to help you change it to make it say "a folder" instead of "the folder" (una carpeta)
- Pass out worksheet and have students fill in the appropriate Spanish translation to practice their vocabulary words as well as the articles that they learned. Remind them to pay attention to whether it is "the" or "a" so that they use the right beginning word.
<table>
<thead>
<tr>
<th>Number</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>the chalkboard</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a door</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a book</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>the folder</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>the notebook</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>a ruler</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>the paper</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>a calculator</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>a backpack</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>the desk</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>a chair</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>the pencil</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>a pen</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>the book</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>a paper</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>a folder</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>the backpack</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>the door</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>a notebook</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>the ruler</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the Spanish translation of the English phrase

<table>
<thead>
<tr>
<th>English Phrase</th>
<th>Spanish Article</th>
<th>Spanish Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the chalkboard</td>
<td><strong>la</strong></td>
<td>pizarra</td>
</tr>
<tr>
<td>2. a door</td>
<td><strong>una</strong></td>
<td>puerta</td>
</tr>
<tr>
<td>3. a book</td>
<td><strong>un</strong></td>
<td>libro</td>
</tr>
<tr>
<td>4. the folder</td>
<td><strong>la</strong></td>
<td>carpeta</td>
</tr>
<tr>
<td>5. the notebook</td>
<td><strong>el</strong></td>
<td>cuaderno</td>
</tr>
<tr>
<td>6. a ruler</td>
<td><strong>una</strong></td>
<td>regla</td>
</tr>
<tr>
<td>7. the paper</td>
<td><strong>el</strong></td>
<td>papel</td>
</tr>
<tr>
<td>8. a calculator</td>
<td><strong>una</strong></td>
<td>calculadora</td>
</tr>
<tr>
<td>9. a backpack</td>
<td><strong>una</strong></td>
<td>mochila</td>
</tr>
<tr>
<td>10. the desk</td>
<td><strong>el</strong></td>
<td>pupitre</td>
</tr>
<tr>
<td>11. a chair</td>
<td><strong>una</strong></td>
<td>silla</td>
</tr>
<tr>
<td>12. the pencil</td>
<td><strong>el</strong></td>
<td>lápiz</td>
</tr>
<tr>
<td>13. a pen</td>
<td><strong>un</strong></td>
<td>bolígrafo</td>
</tr>
<tr>
<td>14. the book</td>
<td><strong>el</strong></td>
<td>libro</td>
</tr>
<tr>
<td>15. a paper</td>
<td><strong>un</strong></td>
<td>papel</td>
</tr>
<tr>
<td>16. a folder</td>
<td><strong>una</strong></td>
<td>carpeta</td>
</tr>
<tr>
<td>17. the backpack</td>
<td><strong>la</strong></td>
<td>mochila</td>
</tr>
<tr>
<td>18. the door</td>
<td><strong>la</strong></td>
<td>puerta</td>
</tr>
<tr>
<td>19. a notebook</td>
<td><strong>un</strong></td>
<td>cuaderno</td>
</tr>
<tr>
<td>20. the ruler</td>
<td><strong>la</strong></td>
<td>regla</td>
</tr>
</tbody>
</table>

Lesson 5: Indefinite Articles
Lesson 6: Plurals

Notes to Teacher: Objects in Spanish can be made plural by adding an -s if the word ends in a vowel, and by adding an -es if the word ends in a consonant. Unlike in English, articles before an object ("el", "la", "un", or "una") also need to be made plural if the object is made plural. "El" becomes "los", and "la" becomes "las", and they both still mean "the". "Un" becomes "unos", and "una" becomes "unas", and they both now mean "some" rather than "a". This is because you can’t "a books", even in English—you can say "some books" though and still have it be talking about an unspecified group of books.

Objective(s):
- Students will identify the correct plural endings for classroom vocabulary
- Students will identify the correct plural definite articles for classroom vocabulary
- Students will identify the correct plural indefinite articles for classroom vocabulary

Materials:
- Plural charts worksheet
- Scissors
- Glue

Procedure:
- Pass out the first page of the plural charts worksheet to the students. Have students volunteer to read each of the words, and tell what it means, and have the class repeat the word after them.
- Now ask the students if they know what plural means. If needed explain that when you have more than one of something, you make the word plural. For example, if you can have one book, or many books, “books” being the plural of “book”.
- Write the words “book” and “books” on the board, and ask the students how the two words are different, or what you did to “book” to make it plural. If needed explain that you added an “s” to the end of it.
- Explain that in Spanish, we make words plural by adding to the end of them too. Write the word “libro” on the board, and ask the students
for suggestions on how you might make it plural. If needed explain that just like in English we can add an "s" to make it plural. Tell them that any Spanish word that ends in a vowel (if needed review what the vowels are) can be made plural by adding an "s".

- Pass out the second page of the plural charts (with the dotted lines). Have the students cut out the "s" pieces, and place them at the ends of the words on their first chart that end in a vowel.
- Ask about the word that didn't end in a vowel (papel)—ask the students what they could add to the end instead of an "s". If needed explain that because "papel" doesn't end in a vowel, we have to add an "es" onto the end instead of an "s". Have the students cut out the "es" pieces and put them after the word or words that need an "es" on the end.
- Check student work by walking around, and have them then glue down the correct plural endings onto their chart.
- Now explain that just like the words for objects that need to change to be made plural, the words in front of the objects need to change to be made plural too. Ask students to what words we use to say "the" before an object (el & la).
- Now have students look at their second chart, and have them find the words "los" and "las". Explain that these are the plurals of "el" and "la" ("el"→"los", and "la"→"las"). Have them cut out these pieces, and place the correct word, "los" or "las", in front of each word according to whether it would use "el" or "la" if it were singular. Have students take turns reading what they got, and then have them clear away the "los" and "las" pieces.
- Next explain that just like "el" and "la" had plurals, so do "un" and "una". Ask students to remind you what "un" and "una" mean (a). Ask them if it would make sense to say "I have a books". When they say no, ask them what is wrong with it ("a" doesn't go with a plural word). Ask them what you could say instead (I have some books). Explain that in Spanish, if you make "un" and "una" plural, they mean "some"
- Have students look at their second chart, and have them find the words "unos" and "unas". Explain that these are the plurals of "un" and "una" ("un"→"unos", and "una"→"unas"). Have them cut out these pieces, and place the correct word, "unos" or "unas", in front of each word according to whether it would have an "un" or an "una" if it were singular. Have students take turns reading what they got.
<table>
<thead>
<tr>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>boligrafo</td>
</tr>
<tr>
<td>silla</td>
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<tr>
<td>pupitre</td>
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<tr>
<td>mochila</td>
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<tr>
<td>calculadora</td>
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<tr>
<td>papel</td>
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<td>regla</td>
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<tr>
<td>cuaderno</td>
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<td>carpeta</td>
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<tr>
<td>libro</td>
</tr>
<tr>
<td>puerta</td>
</tr>
<tr>
<td>pizarra</td>
</tr>
</tbody>
</table>

Lesson 6: Plurals

Plural charts worksheet
<table>
<thead>
<tr>
<th>los</th>
<th>las</th>
<th>unos</th>
<th>unas</th>
</tr>
</thead>
<tbody>
<tr>
<td>los</td>
<td>las</td>
<td>unos</td>
<td>unas</td>
</tr>
<tr>
<td>los</td>
<td>las</td>
<td>unos</td>
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<tr>
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<td>unos</td>
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<td>es</td>
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</tbody>
</table>

Lesson 6: Plurals  
Plural charts worksheet
<table>
<thead>
<tr>
<th>las/unas</th>
<th>bolígrafo</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>las/unas</td>
<td>silla</td>
<td>s</td>
</tr>
<tr>
<td>los/unos</td>
<td>pupitre</td>
<td>s</td>
</tr>
<tr>
<td>las/unas</td>
<td>mochila</td>
<td>s</td>
</tr>
<tr>
<td>las/unas</td>
<td>calculadora</td>
<td>s</td>
</tr>
<tr>
<td>los/unos</td>
<td>papel</td>
<td>es</td>
</tr>
<tr>
<td>las/unas</td>
<td>regla</td>
<td>s</td>
</tr>
<tr>
<td>los/unos</td>
<td>cuaderno</td>
<td>s</td>
</tr>
<tr>
<td>las/unas</td>
<td>carpeta</td>
<td>s</td>
</tr>
<tr>
<td>los/unos</td>
<td>libro</td>
<td>s</td>
</tr>
<tr>
<td>las/unas</td>
<td>puerta</td>
<td>s</td>
</tr>
<tr>
<td>las/unas</td>
<td>pizarra</td>
<td>s</td>
</tr>
</tbody>
</table>
Lesson 7: Adjectives

Notes to Teacher: Adjectives in Spanish always come after what they describe, so it is literally “the notebook blue” instead of “the blue notebook”. Adjectives also take on the characteristics of what they are describing, meaning that if the object is feminine the adjective has to take a feminine ending (-a), and if the object is masculine the adjective has to take a masculine ending (-o). The exception to this rule is an adjective that doesn’t end in an -o or an -a, like “azul”—in this case the adjective stays the same. Also, when the object is plural the adjective becomes plural. This means that a masculine adjective now ends in -os (rojos), and feminine adjective now ends in -as (blancas), and an adjective that ends in neither -o nor -a ends in -es (azules).

Objective(s):
- Students will correctly label color vocabulary
- Students will identify correct noun/adjective placement
- Students will identify correct singular and plural endings for adjectives

Materials:
- color vocabulary page
- student Word Bank Books
- crayons or markers
- adjective worksheet (optional)

Procedure:
- Pass out color vocabulary pages to students for them to put in their Word Bank Books. Explain that the words on the page are the names of colors in Spanish. Have students get out red, orange, yellow, green, blue, brown, black, and white crayons or markers. Ask students to make guesses as to which of the color names on their page they think might go with the colors of crayons/markers that they have in front of them. If any of the students make a correct guess, let them know that they are right, and have the whole class color in the correct circle for that color, and say the name of the color aloud. If needed,
tell students which colors go with any of the remaining names, then have them color them in and say the name aloud.

- amarillo (yellow)
- anaranjado (orange)
- blanco (white)
- negro (black)
- pardo (brown)
- rojo (red)
- verde (green)
- azul (blue)

Explain that colors are adjectives because they describe things. Write the following phrases on the board: “el cuaderno blanco”, “el lapiz amarillo”, and “el libro rojo”. Ask students if they notice anything unusual about where you put the adjectives. If needed explain that in Spanish you put the adjective AFTER the noun, so you actually say “the notebook blue” instead of “the blue notebook”.

Now have students look back at their color vocabulary page and look at the endings of the words. Ask them what letter most of the words end in (-o). Now tell them that ending will change to -a when it is describing something that ends in -a (a.k.a feminine words, but you don’t need to tell them this).

Now add to the board, next to the phrases you write before, the following phrases: “la silla parda”, “la regla anaranjada”, and “la pizarra negra”.

Now have students look at the two color words that don’t end in an -o or an -a (verde & azul). Explain that these two colors stay the same, no matter the object they are describing ends in. Ask students how you would say “the blue backpack” (la mochila azul).

Now ask the students what they think will happen if the object is plural? Go back to the phrases you had written on the board, and point out “el cuaderno blanco” again. Ask the students how you would make the first two words plural (los cuadernos). Now point out again that the ending for the color mirrors the ending of the object, and ask the students how you would make the color plural (blancos). Write the new plural phrase on the board (los cuadernos blancos). Ask students how you would do this for a phrase with “la” instead of “el”, like “la silla parda”? (las sillas pardas).

Ask the students how they think you would make “verde” and “azul” plural? If needed remind them of how they made objects plural: those that ended in a vowel got an -s on the end, and those that didn’t end in a vowel got an -es on the end. Explain that “verde” becomes
"verdes", and "azul" becomes "azules". Ask them to make the phrase "la mochila azul" plural (las mochilas azules).

≥ If the students need more practice with this, you can give them the adjective worksheet.
Nombre ________________________________

Color the painter's board to match the color names

blanco  negro  anaranjado

amarillo  pardo  rojo  azul  verde
Color the painter's board to match the color names

Nombre ____________________________

llave ______________________________

Lesson 7: Adjectives

Color vocabulary page
Fill in the blanks with the Spanish translations of these English phrases. 
Don't forget about word order!!!!

Example:
The green ruler       la regla verde

1. the black chalkboard
2. the red folder
3. the white chairs
4. the green doors
5. the orange notebook
6. the yellow rulers
7. the black pens
8. the brown desk
9. the blue books
10. the red paper

Nombre__________________________________________
Fill in the blanks with the Spanish translations of these English phrases. Don’t forget about word order!!!!

Example:
The green ruler  la regla verde

<table>
<thead>
<tr>
<th>English Phrase</th>
<th>Spanish Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the black chalkboard</td>
<td><em>la</em> pizarra <em>negra</em></td>
</tr>
<tr>
<td>2. the red folder</td>
<td><em>la</em> carpeta <em>roja</em></td>
</tr>
<tr>
<td>3. the white chairs</td>
<td><em>las</em> sillas <em>blancas</em></td>
</tr>
<tr>
<td>4. the green doors</td>
<td><em>las</em> puertas <em>verdes</em></td>
</tr>
<tr>
<td>5. the orange notebook</td>
<td><em>el</em> cuaderno <em>anaranjado</em></td>
</tr>
<tr>
<td>6. the yellow rulers</td>
<td><em>las</em> reglas <em>amarillas</em></td>
</tr>
<tr>
<td>7. the black pens</td>
<td><em>los</em> bolígrafos <em>negros</em></td>
</tr>
<tr>
<td>8. the brown desk</td>
<td><em>el</em> pupitre <em>pardo</em></td>
</tr>
<tr>
<td>9. the blue books</td>
<td><em>los</em> libros <em>azules</em></td>
</tr>
<tr>
<td>10. the red paper</td>
<td><em>el</em> papel <em>rojo</em></td>
</tr>
</tbody>
</table>
Lesson 8: Pronouns

Notes to Teacher: Included with this lesson is a power point presentation. If you don’t have the technology to project the presentation for the class, you can use the thumbnail frames of the presentation included to just put the charts on the board. Pronouns in general have the same use in Spanish as they do in English—they identify who is being talked to or about. However, Spanish does have more pronouns with more specific uses than English does. The lesson details the uses of these various pronouns. The pronouns are organized into a chart with two columns, the singular pronouns on the left and the plural pronouns on the right, and each column is organized into three rows. This order is important because when verbs are introduced they will be introduced in this same format, with a different conjugation for each part of the chart.

Objective(s):
➢ Students will correctly identify Spanish pronouns and their uses.

Materials:
➢ Power point presentation (on disk)
➢ Power point thumbnail copies
➢ Student pronoun chart
➢ Student Word Bank Books

Procedure:
➢ Ask students if they know what a pronoun is and for some examples. (Click to second slide of the power point, and click once to get each pronoun to appear on the screen). If needed explain that a pronoun tells who is doing something—if you just say “went to the store”, you don’t know who did it, but if you put any of these pronouns in front of that phrase, like “she went to the store” it is much more clear.
➢ Explain that in Spanish there are pronouns too. Click to the next screen, and click to get the first bullet to come up. Explain that “yo” means “I”, and is used to refer to yourself. Click to get the next bullet to appear. Explain that “tú” means “you”, and is used when you are talking to a friend, or someone your own age. Click to get the next bullet to appear. Explain that “usted” also means “you” but it is much
more formal, and is used with adults and people in authority. *Click twice to get the next two lines to appear.* Explain that "él" means "he" and "ella" means "she". Also explain that all of these pronouns so far are used to describe one person doing something.

- Now explain that we need pronouns to describe more than one person doing something, and that each of the sets of singular pronouns has plural pronouns that go with it. *Click twice to get the next bullet to appear.* Explain that "nosotros" and "nosotras" mean "we". Ask students what they think the difference is—if needed explain that "nosotras" describes all girls, and "nosotros" describes a group of boys. *Click twice to get the next bullet to appear.* Explain that "vosotros" and "vosotras" mean "you", but plural. So they would be used to talk to a group of friends. Ask students what they think the difference between the two words is, and if needed explain that "vosotros" describes a group of boy friends, and "vosotras" describes a group of girl friends. Also note that "vosotros" and "vosotras" are used only in Spain.

- *Click to get the next bullet to appear.* Explain that "ustedes" can be the plural of "usted", used when talking to more than one adult or person in authority. In Latin America it can also be the plural of "tú", talking to a group of more than one friend. *Click to get the next line to appear.* Explain that "ellos" is the plural of "él", so it means "they" and is used to talk about a group of guys. *Click to get the next line to appear.* Explain that "ellas" is the plural of "ella", so it also means "they" and is used to talk about a group of girls.

- Explain that anytime you have a group of more than one person, if that group has a mixture of boys and girls, then you still use the masculine pronoun to describe or talk to the group.

- Now use the next few slides to review, clicking once to change the slide, and clicking again to display the answer after the students have already responded. If you are not using the power point presentation, you can just read the clues to the students from the thumbnail sheet.

- Pass out student pronoun charts, and have the students fill it out to have it as a resource to keep in their word bank books.
What is a pronoun??

- I
- You
- It
- He
- She
- We
- You (plural)
- They

In Spanish.....

- Yo (I)
  - Nosotros (we)
  - Nosotras (we)
- Tu (you)
  - Vosotros (you)
  - Vosotras (you)
- Usted (you)
  - Ustedes (you)
- Él (he)
  - Ellos (they)
- Ella (she)
  - Ellas (they)

Tú

- What you would use to talk to your friend Paco......

Usted

- What you would use to talk to your father...

Ellas

- What you would use to talk about these two women......
Lesson 8: Pronouns

Yo
• What you would use to talk about yourself.....

Ustedes
• What you would use to talk to a group of older people.....

Él
• What you would use to talk about George Washington...

Nosotros
• What you would use to talk about you and these people.....

Vosotros
• What you would use to talk to this group of friends in Spain....

Ellos
• What you would use to talk about these men.....
Ella

- What you would use to talk about this dancer......
Nombre ____________________________________

Fill in the chart with the correct pronouns

<table>
<thead>
<tr>
<th>(I) _______________</th>
<th>(we) _______________</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>(you) ________________</th>
<th>(you plural) ________________</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>(you formal) __________</th>
<th>(you plural) ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>(he) ________________</td>
<td>(they) _______________________</td>
</tr>
<tr>
<td>(she) ________________</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the chart with the correct pronouns

<table>
<thead>
<tr>
<th>(I)</th>
<th>yo</th>
<th>(we)</th>
<th>somos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>somas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(you)</th>
<th>tú</th>
<th>(you plural)</th>
<th>vosotros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>voseoras</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(you formal)</th>
<th>usted</th>
<th>(you plural)</th>
<th>ustedes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(he)</th>
<th>él</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(she)</th>
<th>ella</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</table>
Lesson 9: Ser (to be)

Notes to Teacher: In Spanish verbs are given in an infinitive form (ends in -er, -ir, or -ar), and that ending can be changed, or conjugated, to make them specific to particular people and situations. "Ser" is an infinitive form so it means "to be"—in order to use it with specific people, it must be changed. "Ser" is an irregular verb, meaning that the conjugations don't really follow a pattern, so we just memorize the conjugations that go particular people. We put the conjugations in the same chart that we used for the pronouns, keeping the same order and placement of the words to establish a pattern.

<table>
<thead>
<tr>
<th>soy (I am)</th>
<th>somos (we are)</th>
</tr>
</thead>
<tbody>
<tr>
<td>eres (you are)</td>
<td>Sois (you are)</td>
</tr>
<tr>
<td>es (he/she is)</td>
<td>son (they are)</td>
</tr>
</tbody>
</table>

So, "soy" is used with "yo", "eres" is used with "tú", and so on. Because the conjugations are so specific to the person or people that they are used with, we don't really need to use pronouns with them to identify who is doing the action. If I say "soy", I know that I am talking about myself being, because "soy" is used only with the first person singular ("yo"). However, at this stage it is more helpful to go ahead and use the pronouns to help the students make the connection.

Objective(s):
- Students will correctly identify the conjugations of "ser".
- Students will correctly match the conjugations of "ser" with the proper nouns and pronouns.

Materials:
- Ser worksheet
- Student conjugation charts
- Student Word Bank books

Procedure:
- Put the pronoun chart on the board, leaving space to write more in each box. Review what each pronoun stands for.
Now pass out the student conjugation charts for "ser" for students to put in their word bank book. Introduce them to the word “ser”, and explain that it means “to be”. Also explain that in Spanish we have infinitive forms of verbs that end in -er, -ir, and -ar, and that all of these verbs mean "to + (an action)", like "to dance", "to study", and so on. However, when I am talking about someone specific doing something, I don't say "I to be 10 years old" or "they to be nice"; instead I say "I am 10 years old" or "they are nice". Ask the students what happened to "to be" in those sentences (it changed). Explain that we also need to change "ser" so that we know who is doing the action.

Go back to the pronoun chart, and next to each set of pronouns, fill in the conjugation of "ser" next to it. Make sure that the students copy down the conjugations onto their conjugation chart for "ser" as you go.

<table>
<thead>
<tr>
<th>yo</th>
<th>nosotros</th>
<th>nosotras</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>vosotros</td>
<td>vosotras</td>
</tr>
<tr>
<td>usted</td>
<td>ustedes</td>
<td></td>
</tr>
<tr>
<td>él</td>
<td>ellos</td>
<td></td>
</tr>
<tr>
<td>ella</td>
<td>ellas</td>
<td></td>
</tr>
</tbody>
</table>

Pass out the "ser" worksheet and have the students use the conjugations of "ser" to fill in the blanks so that the conjugation matches the noun or pronoun before it.
Fill in the chart with the correct forms of **ser**

### Ser (to be)

<p>| | |</p>
<table>
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</tbody>
</table>

**Nombre** __________________________________________ _

**Lesson 9: Ser (to be)**
Fill in the chart with the correct forms of *ser*.

### Ser (to be)

<table>
<thead>
<tr>
<th></th>
<th>soy</th>
<th>somos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>eres</strong></td>
<td><strong>sois</strong></td>
</tr>
<tr>
<td></td>
<td><strong>es</strong></td>
<td><strong>son</strong></td>
</tr>
</tbody>
</table>
Choose one of the words from the box to go with the noun or pronoun

<table>
<thead>
<tr>
<th>soy</th>
<th>somos</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ellas</td>
</tr>
<tr>
<td>2.</td>
<td>nosotros</td>
</tr>
<tr>
<td>3.</td>
<td>Paco</td>
</tr>
<tr>
<td>4.</td>
<td>yo</td>
</tr>
<tr>
<td>5.</td>
<td>ustedes</td>
</tr>
<tr>
<td>6.</td>
<td>tú</td>
</tr>
<tr>
<td>7.</td>
<td>usted</td>
</tr>
<tr>
<td>8.</td>
<td>ellos</td>
</tr>
<tr>
<td>9.</td>
<td>vosotros</td>
</tr>
<tr>
<td>10.</td>
<td>Ana</td>
</tr>
<tr>
<td>11.</td>
<td>él</td>
</tr>
<tr>
<td>12.</td>
<td>ellas</td>
</tr>
</tbody>
</table>
Choose one of the words from the box to go with the noun or pronoun

<table>
<thead>
<tr>
<th>soy</th>
<th>somos</th>
</tr>
</thead>
<tbody>
<tr>
<td>eres</td>
<td>sois</td>
</tr>
<tr>
<td>es</td>
<td>son</td>
</tr>
</tbody>
</table>

1. ella __________ es
2. nosotros _______ somos
3. Paco _______ es
4. yo __________ soy
5. ustedes _______ son
6. tú _______ eres
7. usted _______ es
8. ellos _______ son
9. vosotros _______ sois
10. Ana _______ es
11. él _______ es
12. ellas _______ son
Lesson 10: Descriptions and Questions

Notes to Teacher: Descriptive words are adjectives and function just like the color words learned previously; they take on the masculinity or femininity as well as the singularity or plurality of what it describes. So if I am describing one girl, the adjective is feminine and singular. In this lesson students are finally able to put together sentences, using the pronouns they have learned, the form of "ser" that goes with that pronoun, and now finally an adjective that describes the person. The simple sentences that they will create will have the form of NOUN + form of SER + ADJECTIVE. In this lesson students are introduced to questions, asking questions about people that can be answered with these simple sentences. In English we might say "What is Ana like?", but in Spanish we say "¿Cómo es Ana?" which literally means "How is Ana?". The phrase changes when we are asking about more than one person—the singular verb "es" changes to the plural "son"—"¿Cómo son ellos?". The last thing to remember when asking questions in Spanish is that in addition to the question mark at the end of a question, you also need to include an upside down question mark at the beginning of the question.

Objective(s):

➢ Students will put together nouns, forms of "ser", and adjectives to make simple sentences.
➢ Students will ask and answer simple questions about people.

Materials:

➢ Descriptions vocabulary page
➢ Drawing paper
➢ Crayons
➢ Student Word Bank Books

Procedure:

➢ Pass out vocabulary pages to students to put in their Word Bank Books. Explain that each pair of pictures shows people with opposite characteristics, and that they are going to learn some words to describe those people. Ask students how the two people in the first picture are different (one is short, and one is tall). Write the words "bajo/a" and "alto/a" on the board. Explain that you have written "/a" at the end of the word to remind them that the ending of this word
changes, depending on whether it is describing something with an -a ending or not. Also tell them that if you are describing people, the word takes the -o ending if you are describing a boy and it takes an -a ending if you are describing a girl. Explain that “bajo” means “short” and “alto” means “tall”. Have the students write these Spanish words in the blanks under the person in the first picture that they describe.

- Ask students how the two people in the second set of pictures are different (one is big, and one is small). Write the words “grande” and “pequeño/a” on the board. Explain that “grande” means “big” and “pequeño” means “small”. Have the students write these Spanish words in the blanks under the person in the second set of pictures that they describe.

- Ask students how the two people in the third set of pictures are different (one is good looking, and one is ugly). Write the words “guapo/a” and “feo/a” on the board. Explain that “guapo” means “good looking” and “feo” means “ugly”. Have the students write these Spanish words in the blanks under the person in the second set of pictures that they describe.

- Ask students how the two people in the fourth set of pictures are different (one is young, and one is old). Write the words “menor” and “mayor” on the board. Explain that “menor” means “young” and “mayor” means “old”. Have the students write these Spanish words in the blanks under the person in the second set of pictures that they describe.

- Ask students how the two people in the last set of pictures are different (one is blond, and one has dark hair). Write the words “rubio/a” and “moreno/a” on the board. Explain that “rubio” means “blond” and “moreno” means “dark haired”. Have the students write these Spanish words in the blanks under the person in the second set of pictures that they describe.

- Tell students that there are some rules to follow when they use these adjectives to describe people. Explain that if the adjective can end in -o or -a, that -o describes a boy, -os describes more than one boy (because it is plural), -a describes a girl, and -as describes a group of girls (because it is plural). Also point out that if you have more than one person, and it is a combination of boys and girls, then it takes the ending that it would for a group of all boys. If the adjective ends in an -e, then you just have to add an -s for more than one person, and if it ends in a consonant, then you need to add an -es for more than one person.
person. (this should be a review from making adjectives agree with the object they describe in masculinity or femininity and in number from the color lesson)

- Now tell the students that they are ready to learn how to put sentences together. Write this formula on the board: NOUN + form of SER + ADJECTIVE. Remind students that they have learned a whole list of pronouns, and that names also qualify as nouns, and ask them to give you an example of a noun to write on the board. Next ask for the form of “ser” that goes with this noun (have students check their “ser” charts if needed), and write this on the board next to the noun. Lastly have the students offer an adjective they have just learned to describe the person or people in the first part of the sentence. Have the students walk you through deciding what ending to put on the adjective by asking them questions about how many people you are talking about, and whether the person or people are all girls, boys, or a mixture of the two.

- Now give the students drawing paper, and have them get out their crayons to draw a picture of one or more persons. Tell them that they are going to have to use their new vocabulary words to describe this picture when they are done.

- Now have students look back at the bottom of their vocabulary page to the part on questions. Ask them if they notice anything different about these questions. If needed explain that in Spanish you put a question mark at the end AND an upside down question mark at the beginning of a question. Also explain that “¿Cómo es...” is used to ask about one person, and “¿Cómo son...” is used to ask about more than one person.

- Now have students volunteer to share their pictures that they drew. Ask students about the person or people in their drawing, using these questions (ex: “¿Cómo es ella?” or “¿Cómo son ellos?”). Ask the student to answer you in Spanish (ex: “Ella es guapa”, or “Ellos son grandes”). After having a few students answer your questions, have the students pair up and ask and answer each others’ questions about their pictures.

- If you want to provide further written practice in forming these sentences, or if you want to check your students’ understanding, you can have the students write three sentences about their picture on the back.
Fill the lines in with words that you can use to describe these people.

These are some questions you can use to ask about someone:

¿Cómo es ..........?  What is .......... like?

¿Cómo son ..........?  What are .......... like?
Fill the lines in with words that you can use to describe these people:

_bajo/a_  _alto/a_  _grande_  _pequeño/a_

_quapo/a_  _feo/a_  _menor_  _mayor_

_rubio/a_  _moreno/a_

These are some questions you can use to ask about someone:

¿Cómo es ......?  What is ...... like?

¿Cómo son ......?  What are .......... like?
Lesson 11: Estar

Notes to Teacher: "Estar" is another verb that means "to be". Determining when to use either verb will be discussed in the next lesson. For now, "estar" is used to describe how you are feeling, along with some emotion vocabulary. "Estar" has six conjugations, just like all verbs in Spanish, with each conjugation relating to a different person or group of people. Sentences can be constructed using NOUN/PRONOUN + form of ESTAR + emotion ADJECTIVE. Note that a noun or pronoun is not necessarily needed if there is only one possible person that verb could be describing, like "estoy" means "I am", and it can't mean anything else. However, "está" can be talking about "usted", "él", or "ella", so you have to be specific and list who you are talking about.

Objective(s):
- Students will identify the different conjugations of "estar"
- Students will construct simple sentences about emotions using a form of "estar" + an adjective.

Materials:
- Student verb charts/vocabulary pages
- Student Word Bank Books
- Crayons or markers
- Magazines

Procedure:
- Explain to students that there is another verb that can be used to mean "to be", and that verb is "estar". Explain that this verb conjugates, or changes its endings, just like "ser" depending on who the verb is talking about.
- Draw the verb chart on the board (2X3 grid). Fill in the chart, one verb at a time, reviewing with the students who is described by each verb conjugation. (conjugations are provided in the key) Make sure that the students fill out their own charts for their Word Bank Books as you go.
- Now explain to students that these forms of "estar" are used with certain adjectives to tell how you or others are feeling. Have them...
look at the bottom half of their worksheet at the unfinished faces. Explain to them that they will be finishing these faces so that they show the emotion that is listed below the face.

- Ask students if any of the words remind them of English words. If needed point out that "excelente" means "excellent", "regular" means "regular" or "ok", and "horrible" means "horrible". Make sure that the students are pronouncing these words with Spanish pronunciation, and not like they would be pronounced in English. Have the students fill in the faces for these three words.

- Now explain to students that "bien" means "good", "más o menos" means "so-so", and "mal" means bad. Have them fill in these faces accordingly.

- Now explain that these adjectives can be added to any of the above forms of "estar" to describe how people are feeling. For example, to say that "I am okay", you would say "estoy regular", and to say "he is excellent" you would say "él es excelente". Also note that the word "muy", which means "very" can be added before an adjective to emphasize it even more, like "estoy muy bien".

- Point out that "¿Cómo estás?" is how you ask a friend how they are doing (because "estás" is the form of estar used with a friend). Ask several students in the class this question, and have them answer with "estoy....."

- Now give students some old magazines to find pictures of people. Have them find a picture with at least two people in it and write about how those people are feeling. Remind students that if they are talking about more than one person with an adjective, they need to change the end of the adjective to match the number and gender of the people they are talking about.

Lesson 11: Estar
Nombre ______________________________________

Fill in the chart with the correct forms of the verb “estar”

**Estar**

<p>| | |</p>
<table>
<thead>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Fill in the faces to show the emotion that the word describes

- **exelente**
- **regular**
- **horrible**
- **bien**
- **más o menos**
- **mal**

¿Cómo estás?  *How are you?*

muy  *very*

Lesson 11: Estar  *Estar conjugation chart*
Fill in the chart with the correct forms of the verb “estar”

**Estar**

<table>
<thead>
<tr>
<th>estoy</th>
<th>estamos</th>
</tr>
</thead>
<tbody>
<tr>
<td>estás</td>
<td>estáis</td>
</tr>
<tr>
<td>está</td>
<td>están</td>
</tr>
</tbody>
</table>

Fill in the faces to show the emotion that the word describes

- Excelente
- Regular
- Horrible
- Bien
- Más o menos
- Mal

¿Cómo estás? How are you?
muy very
Lesson 12: Ser vs. Estar

Notes to Teacher: "Ser" and "estar" both mean "to be", but are used at different times, according to certain rules. The easiest way to determine what verb to use is to see if it follows the rules for "estar" first. The most basic uses of "estar" are as follows:

1. HEALTH. If we ask about or tell about someone's health, we must use "estar".
2. LOCATION. If we ask about or tell where something or someone is, we must use "estar".
3. If the adjective describes a TEMPORARY CONDITION that can change back and forth—sick and well, hot and cold, sad and happy, etc.—we must use "estar"

If the way you are using "to be" or a form of that does not fit into any of these categories, then you should use "ser" or a form of that verb.

Objective(s):
➢ Students will correctly identify the uses of "ser" and "estar"

Materials:
➢ Ser/Estar worksheet

Procedure:
➢ Write the following two sentences on the board: "Paco es alto" and "Paco está bien". Ask students to translate the two sentences into English (Paco is tall & Paco is well), and then point out that "es" and "está" both translated to "is". Remind students that both "ser" and "estar" translate to mean "to be", and tell them that we need to learn some rules so that we know when to use "ser" and when to use "estar".
➢ Pass out the ser/estar worksheet to the students. Have them look at #1, and explain that "estar" is used if you ask or tell about someone's HEALTH, and have them fill in HEALTH in the first blank.
➢ Next have them look at #2 and explain that "estar" is also used if we ask about or tell where something or someone is, which we can call the LOCATION, and have them fill in LOCATION in the second blank.
➢ Next have them look at #3 and explain that they should use "estar" if the adjective they are using describes a TEMPORARY CONDITION.
that can change back and forth, like sick and well, hot and cold, sad and happy, etc., and have them fill in TEMPORARY CONDITION in the third blanks. Remind them of the adjectives they just learned to use with "estar" (bien, exelente, mal, etc.) and explain that these fall into this category because these feelings can change, so they are temporary conditions.

- Finally, explain that any time they need to use "to be" or a form of "to be" that doesn't fit into any of the categories above, then they should use a form of "ser".
- Have the students look at the questions on the bottom half of the handout, and explain that they need to use the rules to decide whether the form of "estar" of the form of "ser" will make the sentences correct. If needed walk the students through the first couple, running through each of the rules until you find a place that it "fits", and you can decide which word to use. When you think the students have the hang of it, let them finish the worksheet on their own.
Ser or Estar??

When you should use a form of ESTAR:
1. If we ask about or tell about someone's _________________
2. If we ask about or tell where something or someone is:
   _________________
3. If the adjective describes a _______________ _______________
   that can change back and forth—sick and well, hot and cold, sad and happy, etc.

When you should use a form of SER:
If the way you are using "to be" does not fit into any of the categories

Circle the form of "estar" or "ser" that makes the sentence correct.

1. La carpeta está es en el pupitre.
2. Tú estás eres alto.
5. Ellos están son guapos.
7. Las calculadoras están son en la mochila.
8. La pizarra está es verde.
9. Tú estás eres más o menos.
Ser or Estar??

When you should use a form of ESTAR:
1. If we ask about or tell about someone’s ______ health ______
2. If we ask about or tell where something or someone is: ______ location ______
3. If the adjective describes a ______ temporary ______ condition ______
   that can change back and forth—sick and well, hot and cold, sad and happy, etc.

When you should use a form of SER:
If the way you are using “to be” does not fit into any of the categories

Circle the form of “estar” or “ser” that makes the sentence correct.

1. La carpeta está es en el pupitre.

2. Tú estás eres alto.


5. Ellos están son guapos.


7. Las calculadoras están son en la mochila.

8. La pizarra está es verde.

9. Tú estás eres más o menos.

Lesson 13: Numeros

Notes to Teacher: The only new grammar in this lesson is the construction of number-words for numbers greater than 21. After they learn the words for numbers up to 20, students only need to learn the vocabulary for 30, 40, etc., if they can learn the formula for making the numbers greater than 20. To make 21, 22, etc., you actually say "twenty and one", or "twenty and two", just adding on the ones to the tens, so you get "veinte y uno" and "veinte y dos". This lesson also introduces the new word "hay" which means "there is" or "there are" and this word is used to tell how many of something there are. So, "hay dos papeles" means "there are two papers".

Objective(s):
➢ Students will correctly identify and pronounce the Spanish names for numbers 1-30.

Materials:
➢ Number vocabulary sheet
➢ Student Word Bank Books
➢ Bingo cards
➢ Fortune telling grids

Procedure:
➢ Pass out the number vocabulary sheet to the students to put in their Word Bank Books. Read each number word, have the students repeat the word after you, and have the students fill in the correct numeral that corresponds to that word. When you get to twenty (veinte) explain that in order to make the other "twenties" we just say "twenty and one" or "twenty and two". Have the students fill in "21" for "veinte y uno". Also explain that thirty-one works the same way, and we say "thirty and one", or "treinta y uno".
➢ Introduce the word "hay" (pronounced like "eye"), and explain that it means "there is" or "there are". Also explain that we use this word to tell how many of something there is or are—so we can say "hay dos puertas", and that means "there are two doors". Have students practice this structure by making statements about how many things there are in the classroom (using classroom vocabulary).
To practice number vocabulary, pass out bingo cards and have the students fill in the squares with numerals, up to 30. To call off squares, say the Spanish names, and have the students mark off the correct numerals on their sheets. (you may want to write down what numbers you call, so that you can check the students' bingos) When a student gets a bingo, have them read aloud the numbers that are in that bingo in Spanish.

(optional) You can pass out the fortune telling grid to the students, have them read the directions, and do the activity. Depending on the numbers that they get after following the directions, the answers that they get should be:

- 2- dólares (dollars)
- 3- felicidad (happiness)
- 4- buena salud (good health)
- 5- familia grande (large family)
- 6- amor eterno (true love)
- 7- buenos amigos (good friends)
- 8- mucho dinero (lots of money)

You will need to translate most of these phrases for the students, but I would wait until everyone has finished so that it will be a fun surprise for all of them.
Fill the boxes in with the correct number:

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>uno</td>
<td>dos</td>
<td>tres</td>
<td>cuatro</td>
<td>cinco</td>
<td>seis</td>
<td></td>
</tr>
<tr>
<td>siete</td>
<td>ocho</td>
<td>nueve</td>
<td>diez</td>
<td>once</td>
<td>doce</td>
<td></td>
</tr>
<tr>
<td>trece</td>
<td>catorce</td>
<td>quince</td>
<td>diecisésis</td>
<td>diecisiete</td>
<td>dieciocho</td>
<td></td>
</tr>
<tr>
<td>diecinueve</td>
<td>veinte</td>
<td>veinte y uno</td>
<td>treinta</td>
<td>treinta y uno</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fill the boxes in with the correct number:

1 uno
dos
tres
cuatro
cinco
seis

7 siete
ocho
nueve
diez
once
doce

13 trece
catorce
quince
dieciséis
diecisiete
dieciocho

19 deicinueve
veinte
veinte y uno
treinta
treinta y uno

Lesson 13: Numeros (Numbers)
Lesson 13: Numeros (Numbers)  Bingo card
Would you like to tell your fortune? Follow these rules to find your fortune! Count the letters of your last name—if there are six or more, take away four. If there are fewer than six, add three. This is your number. Starting in the upper left-hand corner, and moving from left to right, write down all the letters that appear under that number—then read your *fortuna* in Spanish!

<table>
<thead>
<tr>
<th>tres F</th>
<th>cuatro O</th>
<th>ocho M</th>
<th>siete B</th>
<th>cinco F</th>
<th>seis A</th>
<th>siete U</th>
<th>seis M</th>
</tr>
</thead>
<tbody>
<tr>
<td>cuatro U</td>
<td>seis O</td>
<td>ocho U</td>
<td>dos D</td>
<td>seis R</td>
<td>ocho C</td>
<td>tres E</td>
<td>cinco A</td>
</tr>
<tr>
<td>dos Ó</td>
<td>siete E</td>
<td>ocho H</td>
<td>dos L</td>
<td>siete N</td>
<td>tres L</td>
<td>cuatro E</td>
<td>siete O</td>
</tr>
<tr>
<td>cuatro N</td>
<td>siete E</td>
<td>cinco M</td>
<td>cuatro A</td>
<td>siete A</td>
<td>ocho O</td>
<td>cinco I</td>
<td>seis E</td>
</tr>
<tr>
<td>cinco L</td>
<td>tres I</td>
<td>cinco I</td>
<td>dos A</td>
<td>cinco A</td>
<td>cinco G</td>
<td>tres C</td>
<td>cuatro S</td>
</tr>
<tr>
<td>dos R</td>
<td>ocho D</td>
<td>seis T</td>
<td>tres I</td>
<td>cuatro A</td>
<td>siete M</td>
<td>seis E</td>
<td>cuatro L</td>
</tr>
<tr>
<td>siete I</td>
<td>ocho I</td>
<td>cuatro U</td>
<td>dos E</td>
<td>siete G</td>
<td>seis R</td>
<td>ocho N</td>
<td>tres D</td>
</tr>
<tr>
<td>ocho E</td>
<td>cinco R</td>
<td>siete O</td>
<td>cinco A</td>
<td>ocho R</td>
<td>cuatro D</td>
<td>tres A</td>
<td>dos S</td>
</tr>
<tr>
<td>cinco N</td>
<td>seis N</td>
<td>siete S</td>
<td>tres D</td>
<td>seis O</td>
<td>cinco D</td>
<td>ocho O</td>
<td>cinco E</td>
</tr>
</tbody>
</table>