

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 6 SPANISH**

**Grade 6**

**2019**

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### **Curriculum Writing Team**

**Marianela Alicea**

**Teacher**

**Philip Kennan**

**Teacher**

**Michele Slais**

**Teacher**

**Brenda Tarek**

**Teacher**

**Paula Teixeira**

**Teacher**

**Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments**

Grade 6 Spanish

Property of Trumbull Public Schools

**Grade 6 Spanish**  
**Grade 6**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Grade 6 Spanish is offered as a full-year course meeting every other day. The primary goal of the course is to develop students' introduction to the language, culture, and geography of the Spanish-speaking world. As they demonstrate communication skills in Spanish, students will simultaneously deepen their appreciation for Hispanic cultures and will be motivated to continue their study of Spanish.

The course is structured sequentially to help build skill development. Each unit is organized to address listening, speaking, reading, writing, and culture as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Learning. Activities are aligned to the 5 "C's" of communication, cultures, connections, comparisons, and communities. Each unit includes assured experiences to form a firm foundation for each student as she/he builds upon these language skills, and assessments that continually monitor each student's progress. As a framework to the language teacher, the curriculum guide encourages teachers to use additional sources, additional technology, realia, and personal experiences to enhance this curriculum and make it most relevant to each student.

As students are introduced to and practice communication skills, teacher-made situations and visual stimuli are used to encourage oral communication. Introduction of basic grammatical structures, vocabulary, and idiomatic expressions allow students to respond, converse, and react in Spanish. Reading selections are included to enhance cultural references and parallel cultures. Communicative activities are used in order to develop students' oral and auditory proficiency in the target language. Group work and collaborative activities are highly encouraged. Oral presentations are also used throughout the course. Ancillary materials and technology are used for further language development and independent practice.

Modern technology has not necessarily increased our ability to communicate effectively with one another. To be able to communicate requires discipline, intelligence, cultural awareness, and diplomacy. World language instruction needs to reach out and touch other people in an effort to understand not only the spoken word, but also the culture. It is our desire to impart a cultural awareness to our students through the spoken and written word. That is only the beginning, however, in strengthening the ties which bind us all together in our world community.

Knowledge of a world language is essential to our economy and germane to our very existence. Being able to speak, read, and write a world language is no longer a luxury; it is a necessity.

With this in mind, we give our students in Trumbull the opportunity to learn at least one world language other than English, and we encourage them to learn others, so that America will remain a leader among nations. Leadership requires knowledge of other people's diverse values, of a multiplicity of cultures. It is our purpose, therefore, to enlighten, to instill, and to sustain a love of learning of world languages among students in the Trumbull Public Schools.

## COURSE GOALS

The following Course Goals derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication (Standard 1.2)

Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication (Standard 1.3)

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)

Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Cultures: Relating Cultural Products to Perspectives (Standard 2.2)

Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Making Connections (Standard 3.1)

Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Connections: Language Comparisons (Standard 4.1)	Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Comparisons: Cultural Comparisons (Standard 4.2)	Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Communities: School and Global Communities (Standard 5.1)	Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Communities: Lifelong Learning (Standard 5.2)	Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
CCS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CCS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCS.ELA-Literacy.L.6.2.b	Spell correctly.
CCS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6

reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.6.4.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCS.ELA-Literacy.L.6.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

CCS.ELA-Literacy.L.6.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- global citizenship requires the ability to speak more than one language.
- the ability to express oneself in another language fosters a deeper, better understanding of one's own culture.
- the acquisition of another language enables an individual to participate in and be an active member of multilingual communities.
- both language and awareness of culture are best acquired through communicating in the target language.

## **COURSE ESSENTIAL QUESTIONS**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts, and ideas in another language in a way that is understood? (Presentational Mode)
- How can I use my knowledge of my native language (English) to aid me in understanding and progressing in the learning of Spanish? (Language Comparisons)
- How can I reflect on and compare cultural products and perspectives to my own culture and to other cultures? (Cultural Comparisons)

## COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Spanish greetings & farewells
- Spanish expressions of courtesy and feelings
- reasons for studying Spanish
- tips for learning Spanish
- common Spanish names
- classroom objects, school subjects, expressions, basic commands, and classroom requests in Spanish
- *el mundo hispanohablante* and Hispanic cultural holidays and traditions
- the Spanish alphabet, spelling, accents, and punctuation
- personal questions in Spanish
- colors in Spanish
- the numbers 0-100 in Spanish
- telling time in Spanish
- days, dates, and months in Spanish
- seasons and weather expressions in Spanish
- family vocabulary in Spanish
- likes and dislikes with food vocabulary in Spanish
- likes and dislikes with infinitives in Spanish

Students will be able to, in Spanish, . . .

- identify places where Spanish is spoken globally.
- greet others based on the time of day.
- introduce themselves and ask what someone's name is.
- express their current state/feelings.
- spell their names and basic words.
- recite the Spanish alphabet.
- state the season and the weather.
- state the day of the week and the month of the year.
- state their birthday.
- state their age.
- identify/state the numbers 0-100.
- tell time.
- identify classroom objects.
- identify colors.
- respond to verbal classroom commands.
- make classroom requests (e.g., as related to the bathroom, water, the locker)
- state their country of origin.
- describe flags from various Spanish-speaking countries.
- identify family members.
- identify various foods.
- state their food preferences.
- recognize various activities (using infinitives).
- state activity preferences.

Students will be able to, in English, . . .

- discuss cultural differences.
- discuss grammatical structures.
- recognize cognates.
- present various aspects of a Spanish-speaking country.



**UNIT 1**  
***El mundo hispanohablante***  
**(The Spanish-Speaking World)**

**Unit Goals**

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Greet and introduce themselves to their classmates in Spanish using simple sentences, and their Spanish names when possible.
ACTFL Presentational Communication (Standard 1.3)	Present basic information about <i>el mundo hispanohablante</i> .
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Recognize, explain, and compare culturally significant holidays, traditions, dates, and events in <i>el mundo hispanohablante</i> , including cross-curricular connections with social studies.
ACTFL Cultures: Relating Cultural (Standard 2.1) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Identify similarities and differences between common Spanish names.
ACTFL Connections: Language Comparisons (Standard 4.1) CCS. ELA-Literacy.L.6.1 CCS. ELA-Literacy.L.6.1.e CCS. ELA-Literacy.L.6.2 CCS. ELA-Literacy.L.6.2.a	Make connections between the Spanish language and the English language, including cognates and punctuation.
ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Describe basic information about <i>el mundo hispanohablante</i> , including a country's capital, location, and flag.
ACTFL Communities: Lifelong Learning (Standard 5.2)	Reflect on their growth as Spanish learners.
ACTFL Communities: Lifelong Learning (Standard 5.2)	Acknowledge the importance of a second language.
CCS.ELA-Literacy.L.6.3	Use English to write, speak, read about, and listen to presentations about <i>el mundo hispanohablante</i> .

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.a

Use context clues (e.g., listening, visualizing, practicing, speaking, exploring, and connecting) while learning Spanish.

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.b

Use prefixes, roots, and cognates to infer meaning in Spanish.

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.c

Use appropriate print and digital resources (e.g., [www.wordreference.com](http://www.wordreference.com), CultureGrams) to help with pronunciation, meaning, and part of speech in Spanish.

### Unit Essential Questions

- How do people from *el mundo hispanohablante* greet and say goodbye to one another?
- What are the benefits of studying Spanish?
- How can I successfully learn Spanish?
- What are some common Spanish names?
- What is *el mundo hispanohablante*?
- What are some of the important cultural events and holiday traditions in *el mundo hispanohablante*?
- How do these important cultural events and holiday traditions compare to those of my own background?

### Scope and Sequence

- Spanish greetings and farewells
- Introducing oneself, using common Spanish names when possible
- Asking and responding to basic questions
- Why study Spanish?
- Tips for learning Spanish
- *El mundo hispanohablante* and Hispanic cultural holidays and traditions
- Reintroduction and recombination of topics for continued reinforcement

### Assured Assessments

- Ongoing listening, speaking, reading, writing, & viewing, primarily in the target language of Spanish
- “*Los países hispanohablantes*”

### Resources

#### Core

- Teacher-created materials
- Relevant digital resources
- Preliminary unit of *Auténtico*. New York: Pearson, 2018. Web.

Supplemental

- See “Supplemental Resources” (p. 16 of this Curriculum Guide)

**Time Allotment**

- Trimester 1

**UNIT 2**  
*En la clase*  
**(In the Class)**

**Unit Goals**

At the completion of this unit, students will:

ACTFL Interpersonal Communication  
(Standard 1.1)

Interact in Spanish by:

- asking for and expressing their feelings.
- continuing to greet and introduce themselves to their classmates, asking for and providing personal information such as age, birthday, phone number, e-mail, and origin.
- stating the time.
- making classroom requests (e.g., as related to the bathroom, water, the locker)
- asking for and providing the day and date.
- asking about and describing the weather.
- asking for and stating the color of various items.
- using numbers to express age, birthday, and dates.
- using expressions of courtesy.

ACTFL Interpretive Communication  
(Standard 1.2)

Understand, interpret, and analyze in Spanish by:

- responding to basic classroom commands.
- describing the weather based on different scenarios.
- interpreting and analyzing the time on an analog clock.

ACTFL Presentational Communication  
(Standard 1.3)

Present in Spanish by:

- presenting a weather report.
- describing what is in the classroom and in their backpacks.
- describing what school supplies are needed for various school subjects.
- introducing themselves and others.
- reciting the numbers 0-100.
- reciting the days, months, seasons, and current weather conditions.

ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)

Recognize, explain, and compare cultural differences between the English and the Spanish calendars, including in the format of the date.

ACTFL Connections: Making Connections Use math skills to problem-solve in Spanish.

(Standard 3.1)

ACTFL Connections: Making Connections (Standard 3.1) Make connections between grammatical structures.

ACTFL Connections: Language Comparisons (Standard 4.1)  
CCS. ELA-Literacy.L.6.1  
CCS. ELA-Literacy.L.6.1.e  
CCS. ELA-Literacy.L.6.2  
CCS. ELA-Literacy.L.6.2.a  
CCS. ELA-Literacy.L.6.2.b

Make connections between the Spanish language and the English language, including the alphabet, grammatical structures, punctuation, and gender and numbers agreement.

ACTFL Comparisons: Cultural Comparisons (Standard 4.2) Compare important cultural dates using the English and the Spanish calendars.

ACTFL Communities: Lifelong Learning (Standard 5.2) Reflect on their growth as Spanish learners.

ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) Describe basic information about *el mundo hispanohablante*, including a country's capital, location, and flag.

ACTFL Communities: Lifelong Learning (Standard 5.2) Reflect on their growth as Spanish learners.

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.a

Use context clues (e.g., listening, visualizing, practicing, speaking, exploring, and connecting) while learning Spanish.

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.b

Use prefixes, roots, and cognates to infer meaning in Spanish.

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.c

Use appropriate print and digital resources (e.g., [www.wordreference.com](http://www.wordreference.com), CultureGrams) to help with pronunciation, meaning, and part of speech in Spanish.

### Unit Essential Questions

- How do people from *el mundo hispanohablante* demonstrate courtesy to one another?
- How do people express their feelings and ask others about their feelings in Spanish?
- How can I talk in Spanish about objects in my classroom, objects in my backpack, and what is needed for various school subjects?
- How can I express my needs in the Spanish classroom?
- How can I respond to my teacher's commands in the Spanish classroom?
- How do the Spanish and the English alphabets compare?
- What are some of the grammatical differences between Spanish and English?

- How do I spell my name and other basic vocabulary using the Spanish alphabet?
- How do I ask for and give personal information in Spanish?
- How do I describe items using various colors in Spanish?
- How do I express time, age, and birthday using numbers in Spanish?
- How do I give dates using the Spanish format?
- How do I describe the weather in different seasons in Spanish?

### **Scope and Sequence**

- Spanish expressions of courtesy and feelings
- the Spanish alphabet, spelling, accents, and punctuation
- colors in Spanish
- classroom objects, school subjects, expressions, and basic commands in Spanish
- the numbers 0-100 in Spanish
- days, dates, and months in Spanish
- basic personal questions in Spanish
- telling time in Spanish
- seasons and weather expressions in Spanish
- Reintroduction and recombination of topics for continued reinforcement

### **Assured Assessments**

- Ongoing listening, speaking, reading, writing, & viewing, primarily in the target language of Spanish
- “*El tiempo*”

### **Resources**

#### Core

- Teacher-created materials
- Relevant digital resources
- Preliminary unit of *Auténtico*. New York: Pearson, 2018. Web.

#### Supplemental

- See “Supplemental Resources” (p. 16 of this Curriculum Guide)

### **Time Allotment**

- Trimester 2

**UNIT 3**  
*¡Exprésate!*  
**(Express Yourself!)**

**Unit Goals**

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Interact in Spanish by: <ul style="list-style-type: none"><li>• sharing their opinions on food.</li><li>• sharing their opinions on activities.</li><li>• identifying family members.</li></ul>
ACTFL Interpretive Communication (Standard 1.2)	Understand, interpret, and analyze in Spanish by: <ul style="list-style-type: none"><li>• creating and responding to a family tree.</li></ul>
ACTFL Presentational Communication (Standard 1.3)	Present in Spanish by: <ul style="list-style-type: none"><li>• presenting their families.</li><li>• presenting their food preferences and leisure time activities.</li></ul>
ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Recognize, explain, and compare cultural differences between English and Spanish cultural norms regarding food, meal time, and other customs.
ACTFL Comparisons: Language Comparisons (Standard 4.1) CCS. ELA-Literacy.L.6.1 CCS. ELA-Literacy.L.6.1.e CCS. ELA-Literacy.L.6.2 CCS. ELA-Literacy.L.6.2.a CCS. ELA-Literacy.L.6.2.b	Compare English and Spanish by: <ul style="list-style-type: none"><li>• using infinitives in Spanish to talk about what they like to do.</li><li>• discussing gender and numbers agreement in Spanish.</li></ul>
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Compare cultures by: <ul style="list-style-type: none"><li>• understanding and comparing family size in various cultures.</li><li>• comparing cultural norms regarding food, meal time, and other customs.</li></ul>
ACTFL Communities: Lifelong Learning (Standard 5.2)	Reflect on their growth as Spanish learners.
CCS.ELA-Literacy.L.6.4 CCS.ELA-Literacy.L.6.4.a	Use context clues (e.g., listening, visualizing, practicing, speaking, exploring, and connecting) while learning Spanish.

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.b

Use prefixes, roots, and cognates to infer meaning in Spanish.

CCS.ELA-Literacy.L.6.4  
CCS.ELA-Literacy.L.6.4.c

Use appropriate print and digital resources (e.g., [www.wordreference.com](http://www.wordreference.com), CultureGrams) to help with pronunciation, meaning, and part of speech in Spanish.

### **Unit Essential Questions**

- How do I identify my family members in Spanish?
- How do I express my food preferences in Spanish?
- How do I express my leisure activity preferences in Spanish?

### **Scope and Sequence**

- Spanish vocabulary related to the family
- likes and dislikes with food vocabulary in Spanish
- likes and dislikes with infinitives in Spanish
- Reintroduction and recombination of topics for continued reinforcement

### **Assured Assessments**

- Ongoing listening, speaking, reading, writing, & viewing, primarily in the target language of Spanish

### **Resources**

#### Core

- Teacher-created materials
- Relevant digital resources
- Preliminary unit of *Auténtico*. New York: Pearson, 2018. Web.

#### Supplemental

- See “Supplemental Resources” (p. 16 of this Curriculum Guide)

### **Time Allotment**

- Trimester 3



## SUPPLEMENTAL RESOURCES

- Basho & Friends. "Count to 1000 in Spanish."  
<http://www.viewpure.com/Yidnh5oOEM?start=0&end=0>. Accessed July 23, 2019. Web.
- Basho & Friends. "How to Tell Time in Spanish."  
<http://www.viewpure.com/IQhugB3CNYU?start=0&end=0>. Accessed July 23, 2019. Web.
- Basho & Friends. "Learn Colors in Spanish Sing-Along Song."  
<http://www.viewpure.com/RDVDDbckZHo?start=0&end=0>. Accessed July 23, 2019. Web.
- Basho & Friends. "Learn Spanish Greetings – Hola Amigo."  
<http://www.viewpure.com/NMZZGZu15vk?start=0&end=0>. Accessed July 23, 2019. Web.
- Basho & Friends. "Numbers Song in Spanish."  
<http://www.viewpure.com/6FEyfy5N3Nc?start=0&end=0>. Accessed July 23, 2019. Web.
- Basho & Friends. "60-Second Spanish."  
<http://www.viewpure.com/qMe8ngqR86k?start=0&end=0>. Accessed July 23, 2019. Web.
- Basho & Friends. "Spanish Calendar Song."  
[http://www.viewpure.com/BdLuT\\_P0OzE?start=0&end=0](http://www.viewpure.com/BdLuT_P0OzE?start=0&end=0). Accessed July 23, 2019. Web.
- Calico Spanish Learning Songs for Kids. "¡Colores, colores!"  
<http://www.viewpure.com/DsRKOzGaoEM?start=0&end=0>. Accessed July 23, 2019. Web.
- Calico Spanish Songs. "What's Your Favorite Subject in School? ¿Cuál Es Tu Materia Favorita?" <http://www.viewpure.com/m5fdWGeHBtM?start=0&end=0>. Accessed July 23, 2019. Web.
- Calico Spanish Songs for Kids. "Where Are You From? ¿De Dónde Eres Tú?"  
<http://www.viewpure.com/9bFRTm4J7PM?start=0&end=0>. Accessed July 23, 2019. Web.
- "Cumpleaños feliz." [http://www.viewpure.com/JKjKo6\\_TPEA?start=0&end=0](http://www.viewpure.com/JKjKo6_TPEA?start=0&end=0). Accessed July 23, 2019. Web.
- "Las estaciones." <http://www.viewpure.com/XhGkTV84WZM?start=0&end=0>. Accessed July 23, 2019. Web.
- Infante, Pedro. "Las mananitas." [http://www.viewpure.com/7Qb\\_JC04GkQ?start=0&end=0](http://www.viewpure.com/7Qb_JC04GkQ?start=0&end=0). Accessed July 23, 2019. Web.
- "Learn the Months of the Year in Spanish Song."  
<http://www.viewpure.com/IKznbHvPFwc?start=0&end=0>. Accessed July 23, 2019. Web.
- Lozano, Patti. "La mochila." <http://www.viewpure.com/UFbWPMDLWlc?start=0&end=0>. Accessed July 23, 2019. Web.
- Lozano, Patti. *Music That Teaches Spanish!* 2<sup>nd</sup> ed. Houston: Dolo, 1995. Print.
- MacArthur, Barbara. "¡Cuenta!" <http://www.viewpure.com/L26jwqF9Zro?start=0&end=0>. Accessed July 23, 2019. Web.
- MacArthur, Barbara. "La familia grande."  
<http://www.viewpure.com/s9iUXEhEMh8?start=0&end=0>. Accessed July 23, 2019. Web.
- MacArthur, Barbara. "Spanish-Speaking Countries Song."  
<http://www.viewpure.com/6v95FATsydI?start=0&end=0>. Accessed July 23, 2019. Web.

- “Months of the Year.” <http://www.viewpure.com/clugJoYmk88?start=0&end=0>. Accessed July 23, 2019. Web.
- “Los números.” <http://www.viewpure.com/oUvyhStbFy8?start=0&end=0>. Accessed July 23, 2019. Web.
- “Punctuation Marks and Written Accents.” <http://www.viewpure.com/uVjLlBs2Us?start=0&end=0>. Accessed July 23, 2019. Web.
- “¿Que tiempo hace?” <http://www.viewpure.com/yvCxwCkTYNc?start=0&end=0>. Accessed July 23, 2019. Web.
- Risas y Sonrisas Spanish for Kids. “Los Colores: The Colors in Spanish Song.” <http://www.viewpure.com/zpLQSdu4V94?start=0&end=0>. Accessed July 23, 2019. Web.
- Rockalingua. “Los Países de Habla Hispana: Spanish-Speaking Countries.” <https://rockalingua.com/videos/spanish-speaking-countries>. Accessed July 23, 2019. Web.
- Rosi, Miss. “Days of the Week Spanish Song.” <http://www.viewpure.com/C4fREj60Crk?start=0&end=0>. Accessed July 23, 2019. Web.
- Rosi, Miss. “Spanish Number Song.” <http://www.viewpure.com/ETgyBQDY4Bg?start=0&end=0>. Accessed July 23, 2019. Web.
- “Spanish Alphabet Marching Song.” <http://www.viewpure.com/XpwbOz4eI4A?start=0&end=0>. Accessed July 23, 2019. Web.
- “¿Te gusta el helado de brocoli?” <http://www.viewpure.com/OonqrUZCef4?start=0&end=0>. Accessed July 23, 2019.

## **ASSURED STUDENT PERFORMANCE ASSESSMENTS**

- *Los países hispanohablantes* Task Sheet (attached)
- *El tiempo* Task Sheet (attached)

## *Los países hispanohablantes* Task Sheet

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

### **LOS PAÍSES HISPANOHABLANTES**

**Your role:** You and a partner will be the ambassadors of a Spanish-speaking country.

**Task:** Research information together with your partner about a Spanish-speaking country. Your final product will be a Google Slides presentation.

Gather information on your country based on the following topics. You must include 3-5 bullet points for each topic and 1-2 pictures for each slide (unless otherwise noted).

1. Title slide (name of the country, your name, teacher's name, and period)
2. Location (*en español*)
  1. Map (no bullets)
  2. Capital (location, government) (use World Book for more information) (*en español*)
1. Currency (most recent currency exchange & economy)
2. Flag (describe the colors *en español*)
1. Land & places (geography)
2. Climate
1. Lifestyle & society
2. History (8-10 bullets; make sure you include why Spanish is spoken here)
  1. Famous people (look in the history section for at least 2 people)
  2. Interesting Facts
1. Closing slide/Cultural differences (For example: For how many years do most students go to school? Chores? Food and why?)
  - Organize and divide the work between you and your partner so that each person contributes equally in the research.
  - Organize the information according to the essential topics. (Use the graphic organizer given in class to take notes.)
  - Create a presentation on Google Slides that you will use to relay information about your country.
  - Improve your presentation through the process of editing and revising (spelling, grammar, punctuation, etc.) with your partner.
  - Ensure that all of the topics are covered.
  - Organize and divide the work equally in the presentation.
  - Check periodically the rubric for the assignment.

**Graphic organizer** (Write the title of each slide you are in charge of in the Google Classroom document; this must be completed electronically.)

Example: Name of country: Mexico # of slides that you're responsible for: # 1's

<p><i>Title</i></p> <ul style="list-style-type: none"><li>• <i>Name of the country</i></li><li>• <i>Name of group</i></li><li>• <i>Period _____</i></li><li>• <i>Teacher's name</i></li></ul>	<p><i>Map</i></p>
<p><i>Currency</i></p>	<p><i>Land and Places</i></p>

<i>Lifestyle &amp; Society</i>	<i>Interesting Fact</i>
<i>Famous People</i>	<i>Closing Cultural Differences &amp; Similarities</i>

## El tiempo Task Sheet

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



### El Tiempo

(Prepare a weather report in Spanish)

In class you will be creating a Spanish weather report presentation to show what you know and what you have learned during this unit.



#### WHAT IS THE TASK?

To prepare and present a Spanish weather report with the vocabulary learned in class.

- Begin by **greeting** your audience.
- Introduce yourself.
- Tell where you are (Ex.: ***Estoy en Madrid, España.***)
- Give the date in Spanish.
- Give the weather report for four (4) days of the week. For example, Today it is . . . (***Hoy está lloviendo***), tomorrow (***mañana . . .***), on Monday (***el lunes . . .***), etc.
- Use only vocabulary and expressions that you have been taught.
- You must include visuals to present the weather (on Google Slides).
- Say goodbye to your audience.
- The report will be written and done completely in Spanish.
- PLEASE FOLLOW THE OUTLINE ON BACK OF THE PAPER.



WHEN IS IT DUE? \_\_\_\_\_

**THINGS TO INCLUDE:**

- Greetings in Spanish: (choose one)  
*Buenos días*  
*¡Hola!*  
*¡Qué tal!*
- Introductions: (choose one)  
*Me llamo \_\_\_\_\_* or *Soy \_\_\_\_\_*
- Date:  
*Hoy es el \_\_\_\_\_ de \_\_\_\_\_*
- Location:  
*Estoy en (I am at) \_\_\_\_\_, \_\_\_\_\_*  
*(Capital) (Country)*
- (2) Weather expressions for any 4 days of the week:  
Ex.: *Hoy \_\_\_\_\_ y \_\_\_\_\_*  
*(weather expression) (weather expression)*  
*Mañana \_\_\_\_\_ y \_\_\_\_\_*  
*(weather expression) (weather expression)*  
  
*El \_\_\_\_\_ y \_\_\_\_\_*  
*(day of week) (weather expression) (weather expression)*  
  
*El \_\_\_\_\_ y \_\_\_\_\_*  
*(day of week) (weather expression) (weather expression)*
- Closure: (choose one)  
*Esto es todo por ahora. (This is all for now.)*  
*Nos vemos.*  
*Hasta pronto, hasta mañana, hasta luego.*
- Goodbye: (choose one)  
*Chao.*  
*Adiós.*

## ASSURED STUDENT DOCUMENTS

- *Saludos y despedidas* (Spanish Greetings & Farewells) Vocabulary List and Common Assessment (attached)
- Why Study Spanish? (attached)
- Tips for Learning Spanish (attached)
- Common Spanish Names (attached)
- *Materiales escolares / útiles escolares* (Classroom Objects) Vocabulary List and Common Assessment (attached)
- How to Communicate in the Spanish Classroom and Common Assessment (attached)
- Spanish Alphabet Pronunciation Guide (attached)
- *Los colores* (attached)
- *Los colores de las banderas* (attached)
- *Vocabulario: Los números* and Common Assessment (attached)
- *Expresiones esenciales de la hora* and Common Assessment (attached)
- *Vocabulario: Days, Dates, & Months*, and Common Assessment (attached)
- *El tiempo* (Weather Expressions & Seasons) Vocabulary List (attached)
- *La familia* Vocabulary List and Common Assessment (attached)
- Talking about Likes and Dislikes (attached)
- *La comida y las bebidas* (attached)
- Leisure Activities (attached)



# SALUDOS Y DESPEDIDAS

## I. GREETINGS - Saludos

1. Hola
2. Buenos días
3. Buenas tardes
4. Buenas noches
5. ¿Qué tal?

Hello  
Good morning  
Good afternoon  
Good evening  
How is it going?



## II. FAREWELLS - Despedidas

1. Adiós
2. Hasta mañana
3. Hasta luego
4. Nos vemos

Goodbye  
See you tomorrow  
See you later  
See you later



## III. PERSONAL QUESTIONS

1. ¿Cómo te llamas?
2. Me llamo \_\_\_\_\_ / Soy \_\_\_\_\_
3. ¿Cómo estás?
4. Estoy bien.
5. Estoy mal.
6. Estoy así-así.
7. Estoy más o menos.
8. Estoy triste.
9. Estoy cansado (a).
10. Estoy feliz.
11. Estoy nervioso (a).
12. Estoy enojado (a).
13. Estoy enfermo (a).
14. Tengo hambre.
15. Tengo frío.
16. Tengo sueño.
17. Tengo miedo.
18. Tengo sed.
19. Tengo calor.

What is your name? (informal)  
I am \_\_\_\_\_  
How are you? (informal)  
I am fine.  
I am not well.  
I am so-so/regular.  
I am so-so.  
I am sad.  
I am tired.  
I am happy.  
I am nervous.  
I am angry.  
I am sick.  
I am hungry.  
I am cold.  
I am sleepy.  
I am afraid.  
I am thirsty.  
I am hot.



## IV. OTHER

1. Señor
2. Señora
3. Señorita
4. ¿Y tú?
5. ¿Y usted?

Mister/Sir  
Mrs.  
Miss  
And you? (informal)  
And you? (formal)

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



- |       |                     |                        |
|-------|---------------------|------------------------|
| _____ | 1. ¿Cómo te llamas? | A. Miss                |
| _____ | 2. Buenos días      | B. My name is . . .    |
| _____ | 3. ¿Qué tal?        | C. Goodbye             |
| _____ | 4. Buenas noches    | D. Good morning        |
| _____ | 5. ¿Cómo estás?     | E. How's it going?     |
| _____ | 6. ¿Y tú?           | F. Thank you           |
| _____ | 7. ¿Y usted?        | G. Mrs.                |
| _____ | 8. Estoy bien       | H. Good night          |
| _____ | 9. Estoy así-así    | I. And you? (informal) |
| _____ | 10. Adiós           | J. What is your name?  |
| _____ | 11. Hasta mañana    | K. See you tomorrow    |
| _____ | 12. Señora          | L. I am so-so          |
| _____ | 13. Gracias         | M. I am fine/well      |
| _____ | 14. Señorita        | N. How are you?        |
| _____ | 15. Me llamo . . .  | O. And you? (formal)   |



B. Answer each of the following questions in a complete Spanish sentence. (Hint: use the vocabulary above to help with the spelling.)

1. ¿Cómo te llamas? \_\_\_\_\_

2. ¿Cómo estás? \_\_\_\_\_

## Why Study Spanish?

- It's global! Spanish is the official language of 21 countries and is spoken by over 500 million people worldwide.
- We're growing! Hispanics are the largest minority in the United States.
- Want to trade? Latin American countries are our most important trading partners.
- Need a job? Being bilingual greatly enhances your resume and opens the door to many more employment opportunities.
- Do you like to eat? Listen to music? Spanish-speaking countries offer an explosion of new foods, art, music, literature, etc.
- Going somewhere? Spanish is one of the best languages to learn for travel.
- It keeps you sharp! Speaking more than one language appears to help the brain resist the effects of Alzheimer's disease.
- It's universal. Despite all of the countries and dialects, most educated people will be able to understand one another regardless of which Spanish-speaking country they're from.

What excites you the most about learning Spanish?

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Other than English, are any other languages spoken at home?

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## **Tips for Learning Spanish**

### **1. Listen**

Listen carefully in class and ask questions if you don't understand. Don't get frustrated!

### **2. Visualize**

Associate each new word, sentence, or phrase with a mental picture. For example, if you are learning about weather, picture yourself standing in the rain, or fighting a strong wind – to help you associate an image with the word or phrase you are learning.

### **3. Practice**

Try to practice with a friend or a classmate. Language is about communication, and it takes two to communicate.

### **4. Speak**

Don't be afraid to speak. Take risks, since making mistakes is how we learn.

### **5. Explore**

Read, watch, or listen even if you don't understand every word. Spanish is all around us!

### **6. Connect**

Make connections between what you learn in other subject areas and what you are learning in your Spanish class. Connections will help you retain longer what you learn, and will enrich your learning experience.

### **7. Have fun!**

Learn as much as you can and relax!

*¡Buena suerte!*

## Common Spanish Names

### Nombres de muchachas

Ana  
Bárbara  
Beatriz  
Cecilia  
Cristina  
Dolores  
Elena  
Elisa  
Emilia  
Fátima  
Inés  
Irene  
Isabel  
Josefina  
Lourdes  
María  
Maribel  
Marisol  
Nuria  
Olga  
Patricia  
Pilar  
Rosalía  
Rosario  
Sonia  
Susana  
Tamara  
Teresa  
Vanessa  
Yolanda

### Nombres de muchachos

Alfredo  
Antonio  
Arturo  
Bruno  
Carlos  
Daniel  
Eduardo  
Enrique  
Esteban  
Fernando  
Francisco  
Gilberto  
Héctor  
Javier  
Julio  
Lorenzo  
Luis  
Manuel  
Marcos  
Miguel  
Óscar  
Pablo  
Pedro  
Rafael  
Ramón  
Roberto  
Sergio  
Tomás  
Vicente  
Víctor

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

## Materiales escolares / útiles escolares


- |                                     |                      |
|-------------------------------------|----------------------|
| 1. El bolígrafo / la pluma          | pen                  |
| 2. La carpeta                       | folder/binder        |
| 3. La computadora                   | computer             |
| 4. El cuaderno                      | notebook             |
| 5. El diccionario                   | dictionary           |
| 6. El lápiz / los lapices           | pencil               |
| 7. La mochila                       | backpack             |
| 8. La regla                         | ruler                |
| 9. El papel / la hoja de papel      | paper/sheet of paper |
| 10. La calculadora                  | calculator           |
| 11. El reloj                        | clock/watch          |
| 12. La ropa (para educación física) | (gym) clothes        |
| 13. Los zapatos / los tenis         | shoes/sneakers       |
| 14. El sacapuntas                   | pencil sharpener     |
| 15. El escritorio                   | teacher's desk       |
| 16. El pupitre                      | student's desk       |
| 17. El borrador / la goma           | eraser               |
| 18. La pizarra                      | chalkboard/board     |
| 19. El libro                        | book                 |
| 20. Las tijeras                     | scissors             |
| 21. La tiza                         | chalk                |
| 22. La ventana                      | window               |
| 23. La puerta                       | door                 |
| 24. La profesora /el profesor       | teacher              |
| 25. El/La estudiante                | student              |



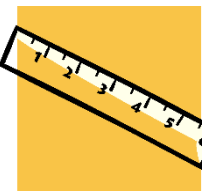
Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

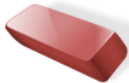
### Pruebita


Identify the following items **and add** in the appropriate definite article "el" or "la" (5 pts. each)


1.  \_\_\_\_\_

6.  \_\_\_\_\_

2.  \_\_\_\_\_


7.  \_\_\_\_\_

3.  \_\_\_\_\_

8.  \_\_\_\_\_

4.  \_\_\_\_\_

9.  \_\_\_\_\_

5.  \_\_\_\_\_

10.  \_\_\_\_\_

II. Match the following items to the most appropriate definition (5 pts. each)

- |                         |                   |
|-------------------------|-------------------|
| _____ 1. El escritorio  | a. dictionary     |
| _____ 2. La carpeta     | b. folder         |
| _____ 3. El cuaderno    | c. teacher's desk |
| _____ 4. El pupitre     | d. notebook       |
| _____ 5. El diccionario | e. student's desk |
| _____ 6. La ropa        | f. clothes        |
| _____ 7. El borrador    | g. computer       |
| _____ 8. Las tijeras    | h. scissors       |
| _____ 9. La computadora | i. board eraser   |
| _____ 10. El profesor   | j. teacher        |



EXTRA CREDIT: Mention at least two school items needed to answer the following question in SPANISH.

1. ¿Qué necesitas para la clase de educación física?

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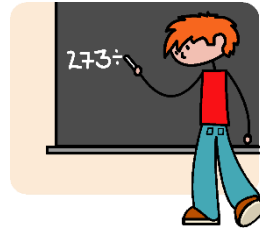
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## How to Communicate in the Spanish Classroom

- Nombre *name*
- Fecha *date*
- Grado *grade*
- Salón Hogar *homeroom*
- Equipo *team*



### Common Questions:

- ¿Me permite hablar en inglés?
- ¿Cómo se dice . . . ?
- Tengo una pregunta sobre . . .
- ¿Me presta . . . un lápiz? una pluma?  
un papel?

*May I speak in English?  
How do you say?  
I have a question about . . .  
May I borrow . . . a pencil? a pen?  
paper?*

- ¿Puedo tomar agua?
- ¿Puedo ir al baño?
- ¿Puedo ir a mi casillero?
- ¿Puedo ir a la enfermera?
- ¿Hay preguntas?

*May I get some water?  
May I go to the bathroom?  
May I go to my locker?  
May I go to the nurse?  
Are there any questions?*

- ¿Algo más
- ¿Comprenden
- ¿Dónde estamos
- ¿Qué página

*Anything else?  
Do you understand?  
Where are we?  
What page?*



### Common Responses:

- No Comprendo/ No Entiendo
- No Sé
- Vamos a Ver
- Olvidé mi libro
- Lo Siento
- Más despacio, por favor
- Gracias
- De Nada

*I don't understand  
I don't know  
Let's See  
I forgot my book  
I'm Sorry  
Slower, please  
Thank You  
You're Welcome*



### Commands:

- |  |  |
|--|--|
| • Abran . . . los libros . . . los cuadernos | <i>Open . . . the books . . . the notebooks</i>    |
| • Cierren                                    | <i>Close</i>                                       |
| • Escuchen                                   | <i>Listen</i>                                      |
| • Repitan después de mí                      | <i>Repeat after me</i>                             |
| • Escribe                                    | <i>Write</i>                                       |
| • Contesta                                   | <i>Answer</i>                                      |
| • Saquen . . . la tarea . . . un papel       | <i>Take out . . . the homework . . . the paper</i> |
| • Pasen la tarea                             | <i>Pass the homework</i>                           |
| • Pasen los papeles al frente                | <i>Pass the papers to the front</i>                |
|  |  |
| • Siéntense                                  | <i>Sit down</i>                                    |
| • Levántense                                 | <i>Stand Up</i>                                    |
| • Levanta la mano                            | <i>Raise your hand</i>                             |
| • Silencio por favor                         | <i>Silence please</i>                              |
| • Miren la pizarra                           | <i>Look at the board</i>                           |

### Words & Expressions

- |                   |                           |
|-------------------|---------------------------|
| • Hoy vamos a     | <i>Today we are going</i> |
| • En español      | <i>In Spanish</i>         |
| • la página       | <i>the page</i>           |
| • el ejercicio    | <i>the exercise</i>       |
| • la tarea        | <i>homework</i>           |
| • con             | <i>with</i>               |
| • conmigo         | <i>with me</i>            |
| • contigo         | <i>with you</i>           |
| • prueba          | <i>quiz</i>               |
| • prueba bita     | <i>small quiz</i>         |
| • examen          | <i>test</i>               |
| • la frase        | <i>sentence</i>           |
| • la oración      | <i>sentence</i>           |
| • los verbos      | <i>verbs</i>              |
| • los infinitivos | <i>infinitives</i>        |
| • los pronombres  | <i>pronouns</i>           |

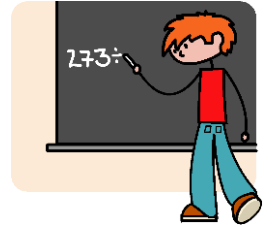


Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

### Prueba: Classroom Expressions

- \_\_\_\_\_ 1. Nombre
- \_\_\_\_\_ 2. ¿Cuál es la fecha?
- \_\_\_\_\_ 3. Hoy es el \_\_\_ de \_\_\_\_\_
- \_\_\_\_\_ 4. Repitan
- \_\_\_\_\_ 5. ¿Cómo se dice . . . ?
- \_\_\_\_\_ 6. ¿Puedo tomar agua?
- \_\_\_\_\_ 7. ¿Puedo ir al baño?
- \_\_\_\_\_ 8. ¿Puedo ir a mi casillero?
- \_\_\_\_\_ 9. ¿Qué página?
- \_\_\_\_\_ 10. No Comprendo/ Entiendo

- a. *May I go to the bathroom?*
- b. *Repeat*
- c. *What's the date?*
- d. *How do you say?*
- e. *Name*
- f. *Today is the \_\_\_ of \_\_\_\_\_*
- g. *What page?*
- h. *May I get a drink of water?*
- i. *May I go to my locker?*
- j. *I do not know*



### II. ¿Cómo se dice en inglés?

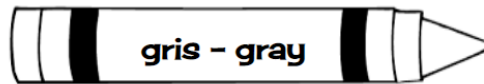
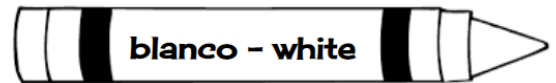
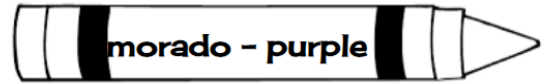
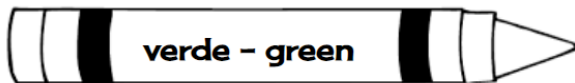
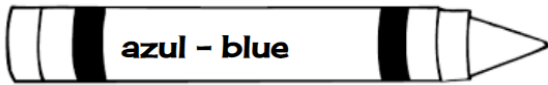
- 1. Por favor \_\_\_\_\_
- 2. ¡Siéntense, por favor! \_\_\_\_\_
- 3. ¡Levántense, por favor! \_\_\_\_\_
- 4. ¡Silencio, clase! \_\_\_\_\_
- 5. Miren a la pizarra \_\_\_\_\_
- 6. Necesito un lápiz \_\_\_\_\_
- 7. No tengo la tarea \_\_\_\_\_
- 8. Abran el libro \_\_\_\_\_
- 9. Gracias \_\_\_\_\_
- 10. De nada \_\_\_\_\_



## Spanish Alphabet Pronunciation Guide

<u>Letter</u>	<u>Spanish Word</u>	<u>English Sound</u>	<u>Example</u>
Aa	a	rot	abeja
Bb	be	bet	barco
Cc	ce	cat or celery	conejo / cerezas
Chch	che	chess	chile
Dd	de	dog	delfín
Ee	e	set	elefante
Ff	efe	family	foca
Gg	ge	gate	gato / gemelas
Hh	hache	(silent)	helado
Ii	i	meat	Isla
Jj	jota	hot	jarro
Kk	ka	take	koala
Ll	ele	lesson	luna
LLll	elle	yet	llave
Mm	eme	mosquito	mesa
Nn	ene	number	naranja
Ññ	eñe	canyon	ñandú
Oo	o	open	oso
Pp	pe	potato	pato
Qq	cu	cool	queso
Rr	ere	rat	ratón
-rr	erre, doble ere	Robert (roll)	Roberto
Ss	ese	sun	sol
Tt	te	tan	tortuga
Uu	u	boo	uvas
Vv	ve	violin	vela
Ww	doble v	waffle	wafle
Xx	equis	xylophone	xilófono
Yy	i griega	yellow	yo-yo
Zz	zeta	zebra	zanahoria

# Los Colores



# Los colores de las banderas

49

NOMBRE \_\_\_\_\_ CLASE \_\_\_\_\_ FECHA \_\_\_\_\_

## 5 PAISES Y LAS BANDERAS DE AMERICA DEL SUR

DIRECCIONES. Coloree los países de América del Sur de acuerdo con las instrucciones. Pinte los colores de las banderas y escriba el nombre de cada país.

The map shows South America with the following color-coded regions: GUAYANA (amarillo), SURINAM (azul claro), VENEZUELA (blanco), ROJO, GUAYANA FRANCESA (ROSADO), BRASIL (VIOLETA), TURQUESA, AMARILLO, NEGRO, BLANCO, GRIS, PARDO, ROJO, AZUL, ANARANJADO, ROSADO, VERDE, and AZUL.

Flags and color instructions for each country:

- Colombia:** amarillo, azul oscuro, rojo
- Ecuador:** amarillo, azul oscuro, rojo
- Perú:** rojo, blanco, rojo
- Bolivia:** rojo, amarillo, verde
- Chile:** azul blanco, blanco, rojo
- Argentina:** azul claro, blanco, amarillo, azul claro
- Uruguay:** amarillo, blanco, azul, blanco, azul, blanco, azul, blanco
- Paraguay:** rojo, blanco, azul oscuro
- Venezuela:** amarillo, azul claro, blanco, rojo

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## VOCABULARIO: LOS NÚMEROS

0 cero	15 quince	30 treinta
1 uno	16 dieciséis	31 treinta y uno
2 dos	17 diecisiete	32 treinta y dos
3 tres	18 dieciocho	40 cuarenta
4 cuatro	19 diecinueve	50 cincuenta
5 cinco	20 veinte	60 sesenta
6 seis	21 veintiuno	70 setenta
7 siete	22 veintidós	80 ochenta
8 ocho	23 veintitrés	90 noventa
9 nueve	24 veinticuatro	100 cien
10 diez	25 veinticinco	200 doscientos
11 once	26 veintiséis	300 trescientos
12 doce	27 veintisiete	500 quinientos
13 trece	28 veintiocho	1000 mil
14 catorce	29 veintinueve	2000 dos mil
		2001 dos mil uno
		2019 dos mil diecinueve

II. Solve the following math problems and spell out the answers in Spanish.

<b>veinte + dos =</b> _____	<b>nueve + tres =</b> _____
<b>once + doce =</b> _____	<b>mil + mil =</b> _____
<b>ochenta + trece =</b> _____	<b>treinta + veinte =</b> _____
<b>quince + uno =</b> _____	<b>cinco + cero =</b> _____

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

## Pruebita de los números

I. Write the numerical digit that you hear. For example, you hear "cinco," you write 5.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_

II. What numbers do you think of for the following things? **SPELL** each number in **Spanish**.

- 1. hours in a day \_\_\_\_\_
- 2. a triangle \_\_\_\_\_
- 3. months in a year \_\_\_\_\_
- 4. a baseball team \_\_\_\_\_
- 5. an octopus \_\_\_\_\_



III. Solve the following math problem by writing the numerical digits.

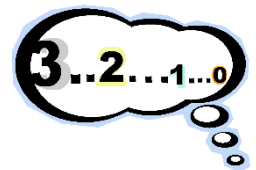
(For example: *dos + tres = 5* )

- 1. seis + cuatro = \_\_\_\_\_
- 2. treinta ÷ dos = \_\_\_\_\_
- 3. diecisiete + tres = \_\_\_\_\_
- 4. trece + doce = \_\_\_\_\_
- 5. quince × dos = \_\_\_\_\_



IV. Complete these series of numbers logically. Then write each number in Spanish. (For example: 1, 3, \_\_, 7, 9, \_\_, 13, 15. You write: cinco, once.)

- a. 2, 4, \_\_, 8, \_\_, 12, 14. \_\_\_\_\_
- b. 16, 17, 18, 19, \_\_, \_\_, 22. \_\_\_\_\_
- c. 7, \_\_, 21, \_\_, 35. \_\_\_\_\_
- d. 5, 4, 3, \_\_, 1, \_\_. \_\_\_\_\_
- e. \_\_, 8, \_\_, 16. \_\_\_\_\_





## EXPRESIONES ESENCIALES DE LA HORA

¿Qué hora es?	What time is it?
Son las ...	It is ...
Es la ...	It is (only with 1: __ )
<b>Es la</b> medianoche	midnight
<b>Es el</b> mediodía	noon/midday
en punto	o'clock
y cuarto	quarter after
menos cuarto	quarter of
y media	half past
de la mañana (A.M.)	in the morning
de la tarde (P.M.)	in the afternoon
de la noche (P.M.)	in the evening/at night



### ¿Qué hora es?



1:00	<b>Es la una</b>
2:00	Son las ... dos
3:00	Son las ... tres
4:00	Son las ... cuatro
5:00	Son las ... cinco
6:00	Son las ... seis
7:00	Son las ... siete
8:00	Son las ... ocho
9:00	Son las ... nueve
10:00	Son las ... diez
11:00	Son las ... once
12:00	Son las ... doce
3:15	Son las tres <b>y cuarto</b>
3:30	Son las tres <b>y media</b>
4:45	Son las cinco <b>menos cuart</b>



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

## PRUEBITA: LA HORA

### I. ¿CÓMO SE DICE . . . ?

- |                             |                     |
|-----------------------------|---------------------|
| 1. _____ ¿Qué hora es?      | A. half past        |
| 2. _____ Son las . . .      | B. at night         |
| 3. _____ Es la (1:00) . . . | C. What time is it? |
| 4. _____ y cuarto           | D. o'clock          |
| 5. _____ y media            | E. It is one . . .  |
| 6. _____ en punto           | F. in the afternoon |
| 7. _____ de la mañana       | G. in the morning   |
| 8. _____ de la tarde        | H. It is . . .      |
| 9. _____ de la noche        | I. quarter after    |
| 10. _____ Es mediodía       | J. It is noon       |

### II. ¿QUÉ HORA ES? Write the digital time.

(Ex.: **Son las doce y diez.**                      **12:10** )

- |                                   |       |
|-----------------------------------|-------|
| 1. Es la una <u>en punto</u> .    | _____ |
| 2. Es la una y diez.              | _____ |
| 3. Son las ocho y <u>cuarto</u> . | _____ |
| 4. Son las siete y veinte.        | _____ |
| 5. Son las nueve y veinticinco.   | _____ |

III. Write a Spanish sentence telling the time. (Remember to say if it's AM or PM.)

11:30 P.M.

Modelo: Son las once y media de la noche.



5:45 A.M.

1. \_\_\_\_\_



6:40 A.M.

2. \_\_\_\_\_



1:05 P.M.

3. \_\_\_\_\_



4:55 P.M.

4. \_\_\_\_\_



10:00 P.M.

5. \_\_\_\_\_

# VOCABULARIO: DAYS, DATES, & MONTHS

## A. ¿Qué fecha es hoy?

Hoy es el \_\_\_ de \_\_\_\_

Mañana es . . .

What's the date today?

Today is the \_\_\_ of \_\_\_\_

Tomorrow is. . .



## B. ¿Cuándo es tu cumpleaños?

Mi cumpleaños es el \_\_\_ de \_\_\_\_

**lunes** (Monday)

**martes** (Tuesday)

**miércoles** (Wednesday)

**jueves** (Thursday)

**viernes** (Friday)

**sábado** (Saturday)

**domingo** (Sunday)

When is your birthday?

My birthday is the \_\_\_ of \_\_\_\_

**enero** (January)

**febrero** (February)

**marzo** (March)

**abril** (April)

**mayo** (May)

**junio** (June)

**julio** (July)

**agosto** (August)

**septiembre** (September)

**octubre** (October)

**noviembre** (November)

**diciembre** (December)



(Notice that in Spanish the day comes first and then the month)

Ex.: 3/27 = el veintisiete de marzo.

## II. A PRACTICAR- ¿Qué fecha es?

1. "Today's date" = \_\_\_\_\_

2. "Tomorrow's date" = \_\_\_\_\_

3. 5/26 = \_\_\_\_\_

4. 12/17 = \_\_\_\_\_

5. 10/31 = \_\_\_\_\_



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

## PRUEBITA



I. Translate the following words.

1. ¿Qué día es hoy? \_\_\_\_\_
2. Hoy es ... \_\_\_\_\_
3. domingo \_\_\_\_\_
4. viernes \_\_\_\_\_
5. miércoles \_\_\_\_\_
6. jueves \_\_\_\_\_
7. martes \_\_\_\_\_
8. sábado \_\_\_\_\_
9. lunes \_\_\_\_\_
10. enero \_\_\_\_\_
11. primero \_\_\_\_\_
12. julio \_\_\_\_\_



II. Translate the following.

1. ¿Qué fecha es hoy? \_\_\_\_\_
2. Hoy es el \_\_\_\_ de \_\_\_\_\_
3. ¿Qué día es mañana? \_\_\_\_\_
4. ¿Cuándo es tu cumpleaños? \_\_\_\_\_
5. Mi cumpleaños es el \_\_\_\_ de \_\_\_\_\_

III. ¿Qué fecha es . . . ? Write out the date in Spanish. Make sure to spell out the numbers.

1. December 7th \_\_\_\_\_
2. January 1st \_\_\_\_\_
3. August 5th \_\_\_\_\_

# EL TIEMPO

## (weather expressions & seasons)

### A. ¿Qué tiempo hace?

Hace buen tiempo  
(It's good weather)



Hace sol - *It's sunny*  
Hace calor - *It's hot*  
Está Bueno - *It is good*  
Está húmedo - *It's humid*

\*Está nevando - *It's snowing*

Está más o menos  
(It's so-so)



Hace fresco - *It's cool*  
Hace viento - *It's windy*  
Está nublado - *It's cloudy*  
Truena - *It's thundering*

\*Está lloviendo - *It's raining*

### How's the weather?

Hace mal tiempo  
(It's bad weather)



Hace frío - *It's cold*  
Nieva - *It's snowing*  
Llueve - *It's raining*

### B. ¿En que estación estamos? ¿Cuál es tu estación favorita? Mi estación favorita es . . .

### What's the season? What's your favorite season? My favorite season is . . .

La primavera - *spring*



El verano - *summer*



El otoño - *fall*



El invierno - *winter*



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

## LA FAMILIA

### MI FAMILIA

El Padre/Papá  
La Madre/ Mamá  
Los Padres  
El/(la) hijo(a)  
El/(la) hermano (a)  
Los Hermanos  
El/(la) Abuelo(a)  
Los Abuelos  
El Nieto(a)  
El/(la) Tío(a)  
El/(la) Primo (a)  
El/(la) Sobrino(a)  
El/(la) Perro(a)  
El/(la) Gato(a)  
Las Mascotas

### MY FAMILY

Father/Dad  
Mother/Mom  
Parents  
Son/Daughter  
Brother/sister  
Siblings  
Grandfather/Grandmother  
Grandparents  
Grandson/granddaughter  
Uncle/Aunt  
Cousin  
Nephew/Niece  
Dog  
Cat  
Pets



### OTRO VOCABULARIO

Hay . . .	There is/There are
Él es	He is . . .
Ella es	She is . . .
Me llamo . . .	My name is . . .
Se llama	His/Her name is . . .
Tengo . . . años	I am . . . years old
Tiene . . . años	He or she is . . . years old
. . . y yo !	. . . and me

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

## PRUEBITA

I. ¿Cómo se dice en inglés?

### MI FAMILIA

1. El padre
2. La mamá
3. Los padres
4. El hijo
5. La hermana
6. Los hermanos
7. La abuela
8. Los abuelos
9. La tía
10. El primo(a)

### MY FAMILY

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II. Complete each statement with the most appropriate answer from the box. (Ex.: Yo soy el hermano de mi hermana.)

hermano	hijo	hija
mamá	hermanos	papá

1. Yo soy **el** \_\_\_\_\_ de mis padres.
2. Mi hermana es **la** \_\_\_\_\_ de mis padres.
3. Mi tía es **la** \_\_\_\_\_ de mis primos.
4. Mi abuelo es **el** \_\_\_\_\_ de mi padre.
5. Los hijos de mis padres son mis \_\_\_\_\_.





## Talking about Likes and Dislikes



***Gusta*** + *el, la* \_\_\_\_\_

***Gustan*** + *los, las* \_\_\_\_\_

**Do you like . . . ?** ¿***Te gusta(n)*** . . . ?

**Yes, I like . . .** ***Sí, me gusta(n)*** . . .

**No, I don't like . . .** ***No, no me gusta(n)*** . . .

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

## LA COMIDA Y LAS BEBIDAS

### LA COMIDA

Las verduras  
Las frutas  
La pizza  
La sopa  
El sándwich  
La hamburguesa  
Las galletas  
El chocolate  
Los dulces  
Las donas  
Los panqueques  
La avena  
La ensalada  
La pasta  
Los mariscos

### THE FOOD

Vegetables  
Fruits  
Pizza  
Soup  
Sandwich  
Hamburger  
Cookies  
Chocolate  
Candy  
Donuts  
Pancakes  
Oatmeal  
Salad  
Pasta  
Seafood



### LAS BEBIDAS

El agua  
El jugo  
La gaseosa  
La leche  
El batido

### THE DRINKS

Water  
Juice  
Soda  
Milk  
Shake

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

## LEISURE ACTIVITIES



Pasear

To walk

Jugar

To play (a sport)

Estudiar

To study

Leer

To read



Hacer la tarea

To do homework

Ir al cine

To go to the movies

Ir a la escuela

To go to school

Textear

To text

Comer

To eat

Tomar

To drink

Cantar

To sing



Escuchar

To listen