

# Elementary Spanish 1

## Unit 1 Lesson Guide

### General Instructions for weeks 1-5

#### El vocabulario (The vocabulary)

**Instructions:** Begin by expanding student vocabulary using everyday words. The lessons will apply this vocabulary in context of the story and questions.

1. Point to the vocabulary word and play the audio. Repeat the word with your student after the audio. Do this 2-3 times. Be sure to pay close attention to when letters sound differently in Spanish than in English, such as the “ll” sounding like an English “y” and how the “h” is silent. This will help you better model the language for your student and develop correct pronunciation.
2. Point to the picture and say what the words means in English (“*grande* means big”). You can touch the word to get a pop-up of the English translation.
3. Make a connection between the meaning of the word and the picture. (“The arrow is pointing to the BIG fish. The fish is *grande*.”)
4. Point to the Spanish word and sound out the word with the letters.
5. Add an action to show the meaning of the word. You may wish to have your student come up with the action themselves OR look up the equivalent sign in American Sign Language. Doing the action consistently with the word will help remind your student of the word in the future, so it is highly recommended to *always* do the action with the word in Spanish and English from now on until it is mastered.
6. Make connections in your student’s personal lives. For example, you could ask, “What in your house is *grande*?” or “Is an elephant *grande*?” “Is a mouse *grande*?” Use the word as often as possible both during and after the lesson. You may wish to label things in your student’s everyday lives with the word to remind you/them to use the word throughout the week.
7. Once you have introduced all of the vocabulary, use the last image to review. You may wish to do just one of these activities or all of them:
  - a. Start with comprehension: Say, “Point to *grande*.” or and have your student point to the picture that is *grande*. Alternate this with “Show me *grande*” and have our student do the action for *grande*. Variations include having your student draw “*grande*” or hold up a picture/flash card for “*grande*”. Check that your student is pointing to or holding up the correct image. Do this with 2-3 words at first, mixing them up. If your student is responding quickly and confidently, add more words and continue the activity until your student is confident with all of the words. If your student is hesitating or needs hints,

wait to add more words until they have mastered those words before adding more or moving on to the next activity.

- b. **Practice speaking:** If your student is confident comprehending all of the vocabulary, you may choose to have them practice speaking the words. Do either the action or point to the picture for *grande* and have your student say "grande", doing the action with you.
- c. **Play "Simón Dice" (Simon Says, pronounced "See-mone dee-say"):** Say "Simón dice..." and say/play a word in Spanish. Have your student do the action. You can play this like a traditional game of "Simon Says" with your student only doing the action if you say "Simón dice" and getting out if they do the wrong action or accidentally do the action when you don't say "Simón dice", but for classrooms with multiple students who need practice it's often best to not have anyone get out or simply say the words and have students do the actions while you try to trick them.

**Workbook:** In each box, write the English word on the line to create a picture dictionary.

**Optional Review:** Create flashcards to practice with your student. There are a few ways you can do this:

- If your child isn't reading yet, you can:
  - (1) say the Spanish word (give the action as a hint if needed), and your student tells you what it means in English and does the action and/or
  - (2) put the illustration on one side of the flash card with the Spanish word and put the English word on the other side. Show them the illustration and have them say the Spanish word and do the action with it.
- If your child is reading, you can do either of the above or put the flash card with the Spanish word on one side and the English word and illustration on the other side. Start with comprehension first by showing the Spanish word and having them sound it out and tell you the English meaning with the action. Once your student is comprehending, show them the English/illustration side and have them tell you the Spanish word and do the action with it.

## El repaso (The review)

NOTE: There is no "repaso" for Week 1 because there is nothing to review. Instead, there are 3 extra vocabulary words.

**Instructions:** In lessons 1.2 and beyond, the second activity will have an image that goes with vocabulary your student has already learned. Have your student tell a "story" by describing the picture in Spanish. There are a few suggestions with audio that you can click on if your student needs help getting started. *They do not have to use correct or complete sentences* - their ability to speak and write accurately in Spanish will develop as they comprehend numerous stories and other messages in Spanish over time. For this activity, focus on making comprehensible messages, even if they are only 1-2 words long. For example, a student may simply point to the animals in this picture and name them. If they can use the word *quiere* (wants), as taught in the previous lesson, that's great. Some

example sentences are provided along with audio, but these are by no means the only correct answers nor should students be expected to articulate their answers in complete sentences. For this activity, the most important thing is to build up student confidence using the words they've already learned to describe a new picture. You may wish to write what your student says or, if they are able, have them write in Spanish themselves.

## El cuento (The story)

**Instructions:** Read the story with audio to practice applying the vocabulary in context.

1. Tap the picture and listen to the audio for the story.
2. After you have listened to the audio for the picture, tap each individual sentence and listen to the audio. Point to each word in the sentence and translate it to English. For each lesson, the words are paired with their English translations to help you.
3. Practice playing and repeating after the sentence once or twice with your student.
4. Read then sentence slowly one word at a time and have your student show you what each part means, either by pointing to the part of the picture it's referring to or doing the action that goes with the word (see below for translations.) **NOTE: you should only focus on the "big meaning" words** - these are the words that contain the message (the ones that were in the vocabulary part of the lesson or previous lessons). The "connecting" words (a, the, and, etc.) and word order are often ambiguous and can cause confusion, especially since the grammar in Spanish is different than in English. Students will pick these up over time and can understand/be understood without them, so there's no need to worry about them right now.
5. If your student is reading, have them read the text out loud after they have demonstrated they understand what it means. You can do this at the end of each page as well as after you read the entire story.
6. Once you've read the entire story, practice by reading a random sentence from the story and having your student find the picture that matches. If your student is reading, you may have them find the exact sentence that matches. They can do this by flipping through the pages of the book or by pointing to the picture or sentence in the workbook.
7. If you want more practice, play or read each story part and have your student act it out!
8. Have your student retell the story by either looking at the picture and telling in Spanish what happened in that picture or, if they are able to read, read the text out loud.

**Workbook:** To build comprehension skills, it is best for students to understand the story that they hear before trying to read it. After your student has shown that they understand the story when they hear it, you can review it in the workbook by doing any of the following:

- 1) Do any of the above activities using the workbook instead of the computer screen.
- 2) Listen to the story audio and follow along in the book by pointing to pictures or, for students who are reading, following along with the text as they hear the words
- 3) Practice reading fluency by reading the story out loud. Encourage your student not to rush; instead, they should focus on reading smoothly and with expression.
- 4) Have your student translate the story to English. You may have them write down the story in English on a different piece of paper.

- 5) You can always come back to this story later for review and practice!

## Las Preguntas (The questions)

**Instructions:** After the story, there will be a few comprehension questions along with the corresponding image from the story.

1. Listen to the question by playing the audio.
2. Check what the question is asking by clicking on the magnifying glass, and make sure your student understands the question as well. Here are a few helpful question words:

¿Qué? = What?	¿Quién? = Who?	¿Cuándo? = When?
¿Dónde? = Where?	¿Cuántos? = How many?	¿Cuál? = What?/Which?

3. Have your student answer the question in Spanish. If they can answer in English, prompt them using an action or another hint for the Spanish word (you will need to teach them “sí” means yes and “no” means no). You can also point to the picture as you play or ask the question to help them find the answer. **Note: Students will likely only be able to answer with one- or two-word answers. They do not need to answer in complete sentences at this time.**
4. Listen to the answer. All of the answers are given in complete sentences for more practice.

**Workbook:** Your student can follow along with the question as it’s read or played out loud. Then, help them read the options for answers in the workbook. Have them point to or circle the correct answer when they hear you read it out loud or read it themselves. You should also help them read the answer out loud or repeat it to you. Double check the answer with the one given online in a complete sentence.

## El repaso del vocabulario (The review of the vocabulary) - **Workbook Only**

**Instructions:** This is a matching activity. You can approach it a few different ways depending on whether or not your student is reading.

1. If your student is *not* reading, point to each word and read it out loud or play it from the vocabulary page on the website (if needed). Have them point to the picture that matches and/or draw a line from the word to the picture.
2. If your student *is* reading, you can have them do this independently and check their answers using the vocabulary page on the website (if needed). You can also have them read each word out loud to you and then point to or draw a line to the matching picture.

## La pregunta personal (The personal question)

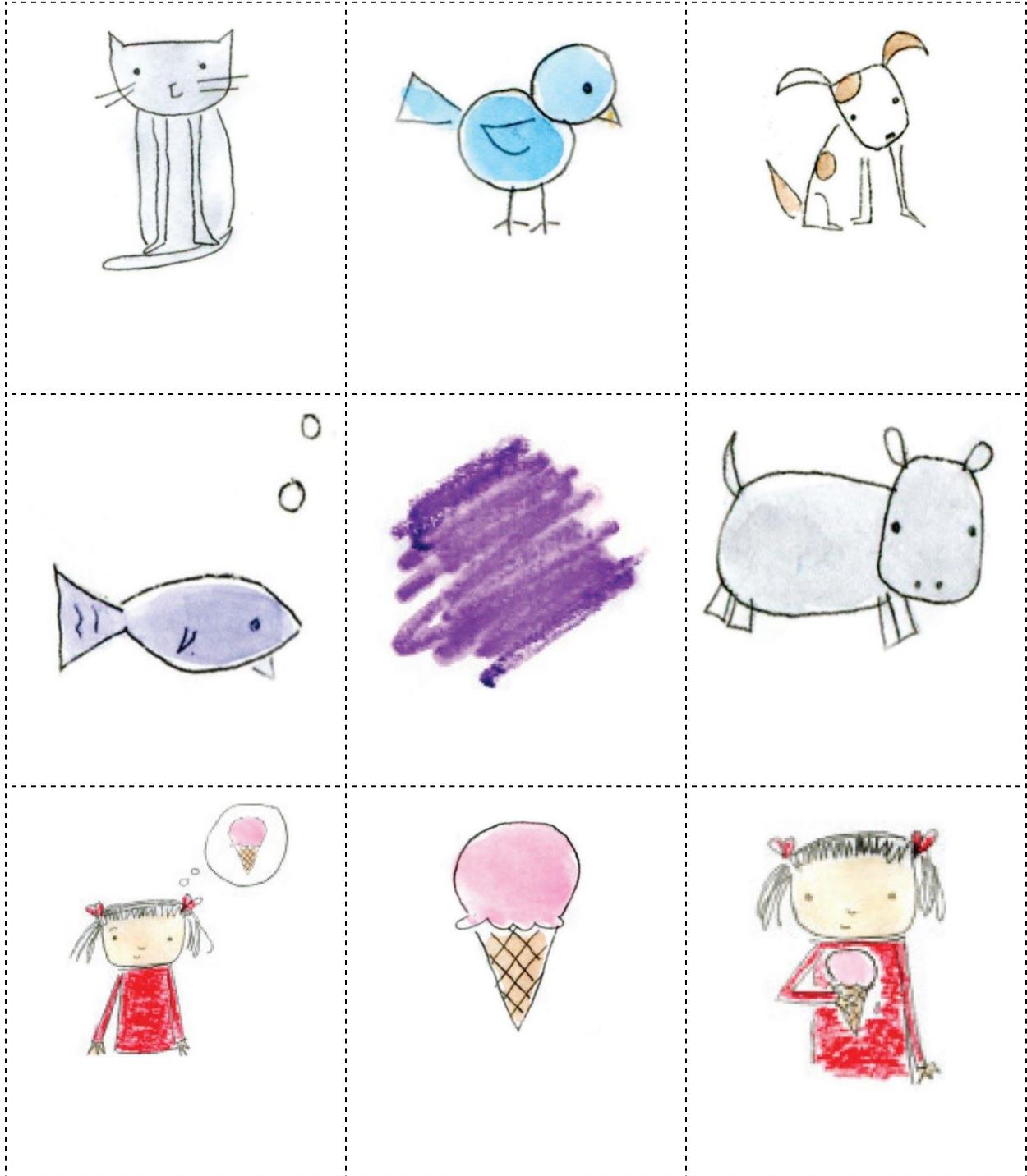
**Instructions:** This section takes student learning one step further by applying what students have learned to a personal question and answer.

1. Play the audio for the question and make sure your student understands what the question is asking using the magnifying glass.
2. Play the example answers that are below the question. You can check what the example answers mean by using the magnifying glass.
3. Have your student come up with their own answer by repeating the words in the example questions but replacing the italicized word(s) with what they want to say. You may need to use a translator or dictionary to look up the appropriate word. Do not worry about memorizing or getting this part perfect - as students learn more Spanish, their ability to create Spanish sentences will become fine-tuned.

**Workbook:** Follow the workbook directions for your student to answer the question and then have them write it in the blank or write it for them. In the box, have them draw and color an illustration that goes with their answer. Finally, have them show their drawing to others and tell them their sentence. This will help them process the language on a deeper level and give them a more personalized and meaningful experience using the language.

# Semana 1 (Week 1)

Flash cards:



Story Translation:

Él se llama	Pedro.
His name is Note: this does not translate word-for-word. For now, just translate it as a whole sentence.	Pedro.

Pedro	tiene	un	perro.
Pedro	has	a	dog.

Tiene un gato.	un	gato.
He has Note: Tiene can mean “has”, “he has”, or “she has”. The words for “she” and “he” are optional in Spanish.	a	cat.

Pedro	quiere	un	hipopótamo.
Pedro	wants	a	hippopotamus.