SPANISH · GRADE 2 · AGES 7–8

Grade 2 Spanish

Parent guides. A step-by-step script for every lesson, with materials, what to read aloud and a checklist.

First edition | 5 units | 10 lessons · one quarter | A song or video for every lesson | Quick reference

FIRST EDITION

Course guide

Grade 2 Spanish is the third course on the Spanish elementary track: a short course of 10 lessons (5 units of 2), one lesson a week for a quarter, with three sessions of 15–20 minutes a week. It follows Grade 1 Spanish and leads into Grade 3, but a child can begin here.

The child learns school words and the Spanish alphabet and vowels, clothing and colors, the seasons and months, breakfast foods, how to ask and say what he or she likes, feelings and action words, the places of a town and the Christmas story. Every lesson opens with a true story: Winslow Homer's country school, Chardin's young schoolmistress, Velázquez's princess in blue, Goya's flower girls and climbing boys, Murillo's pie eaters, smiling boy and shepherds at the manger, Sánchez Cotán's window of food and El Greco's View of Toledo.

Reading and writing grow a little: the child reads labels aloud and copies short Spanish phrases in a picture dictionary. The quarter ends with a Nativity play in Spanish.

> Every embedded video comes from a channel Jerad has approved for School Launch, and every one was made for young children: Super Simple Español (all-Spanish songs for little ones), Calico Spanish for Kids (gentle songs sung by native speakers), Mi Camino Spanish (short, clear lessons for children), Rock 'N Learn (English-to-Spanish lessons with time to repeat), Jack Hartmann, Señor Jordan and ALABA KIDS (Christian children's songs in Spanish). Most are two or three minutes long, so watch them twice: once to listen and once to sing along. Where a lesson names a video from a channel still waiting

> for approval, it is listed as a placeholder and not embedded. Some channels end with an invitation to subscribe; you can stop the video when the song ends. You will hear small differences between speakers: in most of Spain, z and soft c sound like the th in think, while in Latin America they sound like s. Both are correct; this course teaches the Latin American sounds.

Start with Lesson 1.1 →

Who it is for

Written for students in grade 2 (about ages 7–8), with a parent or teacher reading the lessons aloud and joining in. No Spanish is needed by the child or the parent: every word comes with its sounds spelled out, and the songs do the rest. Reading and writing are light: copying words and short phrases, and reading labels aloud. Sessions are short, 15 to 20 minutes. Nothing needs to be bought: every activity uses paper, crayons, paper plates and household things.

How to use this course

1. **The weekly rhythm.** The quarter has 10 lessons, one a week, each with three sessions of 15–20 minutes. Session 1 is the warm-up, the story, the song or video and the picture study. Session 2 is the activity and the picture dictionary. Session 3 is the worked examples, the practice questions (asked out loud), the game and a little show for the family. In the second week of each unit, use part of Session 3 for the unit review and the unit challenge.
2. **Say it every day.** Little children learn a language by hearing it and saying it, over and over, cheerfully. Greet each other in Spanish at breakfast and at bedtime, count the stairs in Spanish, and name colors in the car. Two minutes of Spanish every day does more than an hour once a week.
3. **Move while you learn.** Every lesson has a part called *Say it and move*. The motions are not extras: young children remember words they act out (waving for hola, stretching for buenos días, galloping for el caballo). Do the motions every time you say the words.

4. **Story, sounds, motion.** The core ideas are written to be read aloud. *The story* tells a true story or a Bible story; *How Spanish sounds* gives one or two sounds to listen for; *Say it and move* puts the words in the child's body. After the story, ask your child to tell it back.
5. **The picture dictionary.** Keep one notebook for the quarter. Each lesson the child draws pictures and a parent writes the Spanish word for the child to trace or copy. By the end of the quarter it is a little book of everything learned.
6. **Little words in front.** Spanish nouns come with a little word in front, el or la (el perro, la vaca). Grammar is not taught at this age, but always say the little word with the noun, so the ear learns it early.
7. **Heritage families.** If your child already speaks Spanish at home, use the same lessons and the *At home in Spanish* note in each lesson, which suggests reading, writing and family conversation for children who already understand the words.
8. **Printables.** Each lesson has a one-page worksheet, and the answers are in a separate key for the parent. Each unit review also has a printable key.
9. **The Spanish Bible.** Spanish verses are quoted from the Reina-Valera 1909, the public-domain edition of the Reina-Valera (Bible Gateway calls it the Reina-Valera Antigua, RVA). They are printed as in 1909, so the little words a, e and o sometimes carry an old accent (á, é, ó) that modern spelling drops; the sound is the same. The English verse is always the King James Version.

Scope and sequence

UNIT 1 · WEEKS 1–2

En la Escuela

School words in Spanish, el libro, el lápiz, el papel, la maestra, with Winslow Homer's one-room country school; then the Spanish alphabet and its five clear vowels, with Chardin's young girl teaching a little one to read, and the Lord who is Alpha and Omega.

1.1 Things at School

1.2 The Alphabet and the Vowels

UNIT 2 · WEEKS 3–4

La Ropa y el Año

Clothes in Spanish, la camisa, el vestido, los zapatos, el sombrero, with Velázquez's little princess in her blue dress; then the four seasons and the twelve months, with Goya's springtime flower girls and the God who made summer and winter.

2.1 What Are You Wearing?

2.2 Seasons and Months

UNIT 3 · WEEKS 5–6

La Comida

Breakfast in Spanish, el pan, la leche, el huevo, el jugo, with Murillo's two hungry boys in Seville and the mercies of God that are new every morning; then saying what you like and don't like, ¿Te gusta? Sí, me gusta / No, no me gusta, with Sánchez Cotán's window of fruit and vegetables.

3.1 Breakfast

3.2 I Like, I Don't Like

UNIT 4 · WEEKS 7–8

Cómo Estoy

Feelings in Spanish, ¿Cómo estás? Estoy feliz, triste, cansado, enojado, with Murillo's smiling boy and his dog and the command to rejoice in the Lord; then action words, corre, salta, sube, baila, with Goya's boys climbing a tree and the promise that those who wait on the Lord shall run and not be weary.

4.1 How Are You Feeling?

4.2 Run, Jump, Climb

UNIT 5 · WEEKS 9–10

Mi Ciudad y la Navidad

Places in town, la iglesia, la casa, la tienda, el río, el puente, with El Greco's stormy View of Toledo and a city set on a hill; then Christmas in Spanish, la Navidad, el niño Jesús, los pastores, los Reyes Magos, with Murillo's Adoration of the Shepherds.

5.1 My Town

5.2 Christmas

Weekly pacing calendar

WEEK	PLAN
1	• Session 1: Lesson 1.1 Things at School: warm-up, story, song or video, picture study • Session 2: Lesson 1.1 activity (label the schoolroom) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family *Three short sessions a week: one to learn, one to make, one to play. On the other days, use the week's Spanish at meals and in the car, and sing the week's song.*
2	• Session 1: Lesson 1.2 The Alphabet and the Vowels: warm-up, story, song or video, picture study • Session 2: Lesson 1.2 activity (vowel cards and my name) and picture dictionary

WEEK	PLAN
	• Session 3: Worked examples, practice out loud, the game and a little show for the family • End of unit: Unit 1 review and unit challenge (my school box)
3	• Session 1: Lesson 2.1 What Are You Wearing?: warm-up, story, song or video, picture study • Session 2: Lesson 2.1 activity (paper doll wardrobe) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family
4	• Session 1: Lesson 2.2 Seasons and Months: warm-up, story, song or video, picture study • Session 2: Lesson 2.2 activity (four-seasons tree) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family • End of unit: Unit 2 review and unit challenge (the four-seasons fashion show)
5	• Session 1: Lesson 3.1 Breakfast: warm-up, story, song or video, picture study • Session 2: Lesson 3.1 activity (breakfast menu) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family
6	• Session 1: Lesson 3.2 I Like, I Don't Like: warm-up, story, song or video, picture study • Session 2: Lesson 3.2 activity (like and don't-like survey) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family • End of unit: Unit 3 review and unit challenge (breakfast in spanish)
7	• Session 1: Lesson 4.1 How Are You Feeling?: warm-up, story, song or video, picture study • Session 2: Lesson 4.1 activity (feelings faces) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family
8	• Session 1: Lesson 4.2 Run, Jump, Climb: warm-up, story, song or video, picture study • Session 2: Lesson 4.2 activity (action dice) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family • End of unit: Unit 4 review and unit challenge (the feelings-and-actions show)
9	• Session 1: Lesson 5.1 My Town: warm-up, story, song or video, picture study • Session 2: Lesson 5.1 activity (map of my town) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family
10	• Session 1: Lesson 5.2 Christmas: warm-up, story, song or video, picture study • Session 2: Lesson 5.2 activity (paper nativity) and picture dictionary • Session 3: Worked examples, practice out loud, the game and a little show for the family

WEEK	PLAN
	• End of unit: Unit 5 review and unit challenge (a nativity play in spanish)

Materials

A notebook for the picture dictionary

One for the quarter, for drawings with Spanish labels.

Crayons or markers, paper, paper plates, scissors, glue and tape

For the activities. A parent helps with cutting.

Index cards

For counting cards and word games.

A device to play the songs and videos

Each lesson has one short song or video and a backup.

Grading

Grades at this age come from cheerful participation: saying the words, singing, doing the motions and joining the games. A child who says Spanish out loud every day and joins every song and game earns full credit.

PART	%
Saying and singing (daily greetings, songs, motions, games)	40
Picture dictionary and activities	30
Unit reviews (out loud)	15
Unit challenges	15

Scale: Most families simply mark each review Got it, Getting there or Not yet. If you prefer letters: A 90–100, B 80–89, C 70–79. Below that, sing the songs and play the games again, then try once more.

- Every review is done out loud. The parent asks, the child answers or points, and the parent marks the answer key.
- A word counts when the child can say it so a Spanish speaker would understand. Small accents are fine.
- The rolled rr of perro comes with time. Praise every try.

A NOTE TO PARENTS

You do not need to know Spanish to teach this course. Every Spanish word has its sounds spelled out (hola is OH-lah), every answer is in the answer key, and every lesson has a short song with a native speaker. Learn right alongside your child.

Keep it short and happy. If your child is tired, sing the song and stop. Fifteen joyful minutes are better than thirty unhappy ones.

The stories in this course are true stories of painters, places and people from the Spanish-speaking world, and stories from the Bible. Each lesson ends with a verse in English (King James Version) and the same verse in the old Spanish Bible, so your child can hear that God's Word speaks in every language.

PRINTABLE WORD LIST

VOCABULARY FOR THE COURSE

Latin American Spanish. Latin American Spanish, which is what these Spanish courses teach: h is silent, ñ is ny, ll is y, j and ge/gi are a breathy h, and z and ce/ci are s rather than the th of Spain. Vowels are pure. There is no vosotros; tú is the familiar you and usted is the formal you. The capital letters are the stressed syllable.

Every week's list is printed again inside that lesson. Say the capital letters loudest.

1.1 THINGS AT SCHOOL

la escuela
lah ehs-KWEH-lah
noun
the school

el libro
ehl LEE-broh
noun
the book

el lápiz

ehl LAH-pees

noun · los lápices

the pencil

el papel

ehl pah-PEHL

noun

the paper

la mesa

lah MEH-sah

noun

the table, desk

la silla

lah SEE-yah

noun

the chair

la maestra

lah mah-EHS-trah

noun · el maestro

the teacher

escucha

ehs-KOO-chah

verb

listen!

1.2 THE ALPHABET AND THE VOWELS

el abecedario

ehl ah-beh-seh-DAH-ryoh

noun

the alphabet

la letra

lah LEH-trah

noun

the letter

la vocal

lah boh-KAHL

noun · las vocales

the vowel

leer

leh-EHR

verb

to read

el niño

ehl NEE-nyoh

noun · la niña

the boy (child)

la palabra

lah pah-LAH-brah

noun

the word

2.1 WHAT ARE YOU WEARING?

la ropa
lah ROH-pah

noun

the clothes

la camisa
lah kah-MEE-sah

noun

the shirt

los pantalones
lohs pahn-tah-LOH-nehs

noun

the pants

el vestido
ehl behs-TEE-doh

noun

the dress

los zapatos
lohs sah-PAH-tohs

noun · el zapato

the shoes

el sombrero
ehl sohm-BREH-roh

noun

the hat

el abrigo
ehl ah-BREE-goh

noun

the coat

llevo
YEH-boh

verb

I wear, I am wearing

2.2 SEASONS AND MONTHS

la primavera
lah pree-mah-BEH-rah

noun

spring

el verano
ehl beh-RAH-noh

noun

summer

el otoño
ehl oh-TOH-nyoh

noun

autumn, fall

el invierno
ehl een-BYEHR-noh

noun

winter

el mes

ehl MEHS

noun · los meses

the month

el año

ehl AH-nyoh

noun

the year

el cumpleaños

ehl koom-pleh-AH-nyohs

noun

the birthday

3.1 BREAKFAST

el desayuno

ehl deh-sah-YOO-noh

noun

breakfast

el pan

ehl PAHN

noun

the bread

la leche

lah LEH-cheh

noun

the milk

el huevo

ehl WEH-boh

noun · los huevos

the egg

el jugo

ehl HOO-goh

noun

the juice

la fruta

lah FROO-tah

noun

the fruit

tengo hambre

TEHN-goh AHM-breh

phrase

I am hungry

quiero

KYEH-roh

verb

I want

3.2 I LIKE, I DON'T LIKE

¿te gusta?
teh GOO-stah

phrase

do you like?

me gusta
meh GOO-stah

phrase · me gustan for more than one

I like

no me gusta
noh meh GOO-stah

phrase

I don't like

la zanahoria
lah sah-nah-OH-ryah

noun

the carrot

el limón
ehl lee-MOHN

noun

the lemon

la manzana
lah mahn-SAH-nah

noun

the apple

dulce
DOOL-seh

adjective

sweet

4.1 HOW ARE YOU FEELING?

¿cómo estás?
KOH-moh ehs-TAHS

phrase

how are you?

estoy
ehs-TOY

verb

I am (for feelings)

feliz
feh-LEES

adjective

happy

triste
TREES-teh

adjective

sad

cansado

kahn-SAH-doh

adjective · cansada

tired

enojado

eh-noh-HAH-doh

adjective · enojada

angry

bien

BYEHN

adverb

well, fine

el perro

ehl PEH-rroh

noun

the dog

4.2 RUN, JUMP, CLIMB

corre

KOH-rreh

verb · correr

run!

camina

kah-MEE-nah

verb · caminar

walk!

salta

SAHL-tah

verb · saltar

jump!

sube

SOO-beh

verb · subir

climb! go up!

baila

BYE-lah

verb · bailar

dance!

siéntate

SYEHN-tah-teh

verb

sit down!

levántate

leh-BAHN-tah-teh

verb

stand up!

5.1 MY TOWN

la ciudad
lah see-oo-DAHD

noun

the city, town

la iglesia
lah ee-GLEH-syah

noun

the church

la tienda
lah TYEHN-dah

noun

the store

el parque
ehl PAHR-keh

noun

the park

el río
ehl REE-oh

noun

the river

el puente
ehl PWEHN-teh

noun

the bridge

voy a
BOY ah

phrase

I am going to

5.2 CHRISTMAS

la Navidad
lah nah-bee-DAHD

noun

Christmas

el niño Jesús
ehl NEE-nyoh heh-SOOS

noun

the baby Jesus

el pastor
ehl pahs-TOHR

noun · los pastores

the shepherd

la oveja
lah oh-BEH-hah

noun

the sheep

el ángel

ehl AHN-hehl

noun

the angel

los Reyes Magos

lohs REH-yehs MAH-gohs

noun

the wise men, the three kings

la estrella

lah ehs-TREH-yah

noun

the star

el Salvador

ehl sahl-bah-DOHR

noun

the Savior

UNIT 1

En la Escuela

In Lesson 1.1 your child learns the things of school in Spanish, el libro, el lápiz, el papel, la mesa, la silla, la maestra, and the polite classroom phrases Levanta la mano and Escucha. Winslow Homer painted a one-room country schoolhouse with its teacher and children on a summer day.

In Lesson 1.2 your child sings the Spanish alphabet, learns the five vowels a, e, i, o, u that always sound the same, and meets the letter ñ. Jean-Siméon Chardin painted a young girl teaching a little child to read, pointing to the letters with a pin. The unit ends with a school-things picture dictionary and spelling a name aloud in Spanish.

PREREQUISITES

- Kindergarten or Grade 1 Spanish is helpful but not required.
- Can greet in Spanish: hola, adiós, ¿cómo te llamas?

MASTERY CHECKLIST

- ☐ I can name six school things in Spanish.
- ☐ I can say the five Spanish vowels clearly: a, e, i, o, u.
- ☐ I can sing the Spanish alphabet and find the ñ.
- ☐ I can spell my name aloud in Spanish.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **School things:** A book, a pencil, paper, crayons and scissors to hold up and name.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

1.1	**Things at School**	3 sessions of 15–20 minutes
1.2	**The Alphabet and the Vowels**	3 sessions of 15–20 minutes

Unit 1 Review

Ask each question out loud; let the child point to real things. The review is worth 20 points.

1. **5 pts**
   Point to and name in Spanish: a book, a pencil, paper, a table, a chair.
2. **5 pts**
   Say the five Spanish vowels.
3. **5 pts**
   What letter does Spanish have that English does not? Say a word with it.
4. **5 pts**
   Spell your name aloud in Spanish.

ANSWER KEY

1. El libro, el lápiz, el papel, la mesa, la silla.
2. A (ah), e (eh), i (ee), o (oh), u (oo).
3. Ñ (EH-nyeh), as in niño, año, España, mañana.
4. Each letter named the Spanish way.

> Printable answer key (PDF, for the parent)

UNIT CHALLENGE: MY SCHOOL BOX

Decorate a shoebox as your school box. Put in it a book, a pencil, paper, crayons and scissors, and make a label for each thing in Spanish: el libro, el lápiz, el papel, los crayones, las tijeras. On the lid, write your name and spell it aloud in Spanish. Then play teacher: show each thing to the family, name it in Spanish, and have them repeat after you.

LOOK FOR	WHAT IT MEANS
Labels	At least five things labeled correctly in Spanish.
Spelling	The child spells his or her name with Spanish letter names.
Speaking	The child names each thing clearly and leads the family in repeating.

UNIT 1 · EN LA ESCUELA · LESSON 1.1 OF 10 · 3 SESSIONS OF 15–20 MINUTES

1.1 Things at School

OBJECTIVES

- Name school things in Spanish: el libro, el lápiz, el papel, la mesa, la silla.
- Say la maestra / el maestro for teacher.
- Understand classroom phrases: Escucha, Levanta la mano, Siéntate.

> **Warm-up.** Where do you do your school work? What do you need: a book, a pencil, paper? Who teaches you? Today you learn the names of school things in Spanish.

WATCH

What's your favorite subject in school? - ¿Cuál es tu materia favorita? - Calico Spanish Songs

Calico Spanish for Kids · 2:23

https://www.youtube.com/watch?v=m5fdWGeHBtM

> **WHEN TO WATCH**
> After the story. Listen for la escuela (school) and the names of subjects.

Note: A Calico Spanish song: What is your favorite subject in school?

BACKUP VIDEO

I Love To Learn New Words in Spanish | Classroom Words In English and In Spanish! | Jack Hartmann

Jack Hartmann Kids Music Channel · 3:13

https://www.youtube.com/watch?v=ihcfClBMwp0

On the second or third day: a Jack Hartmann song with classroom words in English and Spanish.

KEY TERMS

la escuela (ehs-KWEH-lah)
The school.

el libro / el lápiz / el papel
The book / the pencil / the paper.

la mesa / la silla
The table (desk) / the chair.

la maestra / el maestro (mah-EHS-trah)
The teacher (a woman / a man).

Escucha. Levanta la mano.
Listen. Raise your hand.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la escuela
lah ehs-KWEH-lah
noun
the school

el libro
ehl LEE-broh
noun
the book

el lápiz
ehl LAH-pees
noun · los lápices
the pencil

el papel
ehl pah-PEHL
noun
the paper

la mesa
lah MEH-sah
noun
the table, desk

la silla
lah SEE-yah
noun
the chair

la maestra
lah mah-EHS-trah
noun · el maestro
the teacher

escucha
ehs-KOO-chah
verb
listen!

CORE IDEAS

The story. About one hundred and fifty years ago, many American children went to school in a single room. All the grades sat together, the big children and the little ones, with one teacher for everyone. Winslow Homer, an American painter who had drawn pictures of soldiers during the Civil War, painted one of these country schools on a bright summer day. Sunlight pours in through the tall windows. The young teacher stands in the middle, holding a book, behind her wooden desk with a little bunch of flowers on it. The boys sit on a long bench on one side of the room and the girls on the other, with their books open on their knees. Some children are barefoot. A small boy near the front has his hand to his face, as if he is crying or cannot find the answer. The teacher is patient: she will help him.

How Spanish sounds. Lápiz leans on the first part, as the accent shows, and the z sounds like s: LAH-pees. **Silla** has the double ll that sounds like y: SEE-yah. A woman teacher is **la maestra**; a man teacher is **el maestro**.

Say it and move. Hold up each thing as you say it: **el libro**, **el lápiz**, **el papel**. Pat the table: **la mesa**. Sit down: **la silla**. Then play teacher: one person says **Levanta la mano** and everyone raises a hand; **Escucha** and everyone cups an ear; **Siéntate** and everyone sits.

PICTURE STUDY



The Country School, Winslow Homer, 1871 · Oil on canvas · Saint Louis Art Museum

Image: Wikimedia Commons, public domain

Winslow Homer painted country life in America after the Civil War: children at play, farms and the sea. Here he shows an ordinary school, with its plain room and long benches, as something beautiful and full of light.

Look closely

- Find the teacher. What is she holding?
- Find the flowers on her desk.
- Count the windows in Spanish.
- Find the boy who looks sad. Why do you think he is sad?

Talk about it

1. How is this school like the place where you learn? How is it different?
2. What would you like to learn if you were in this school?

ACTIVITY

Label the schoolroom

Make little name cards in Spanish and tape them onto real things where you do school.

You will need

- Index cards or paper squares
- Crayons or markers
- Tape

Steps

1. A parent writes the Spanish words on cards: el libro, el lápiz, el papel, la mesa, la silla, la puerta, la ventana.
2. Copy each word yourself on a second card and draw a small picture next to it.
3. Tape each card onto the real thing.
4. Walk around and read every label aloud.
5. Leave the labels up all week and say the words each time you use the thing.

Tips

- Add el crayón, las tijeras and la mochila if you like.
- Play teacher with a stuffed animal class, using Escucha and Levanta la mano.

Check your work

☐ I made labels for at least five school things.

☐ I can read and say every label.

PICTURE DICTIONARY

1. Draw a book, a pencil, a sheet of paper, a table and a chair. Copy the Spanish name under each.
2. Draw your teacher and write la maestra or el maestro.

From history. In Spain and Latin America, children often call their teacher maestra or maestro, or seño (short for señorita) in Spain, and they say Buenos días, maestra when they come into class. Many schools begin the year in September in Spain and Mexico, but in February or March in Argentina and Chile.

At home in Spanish. For a Spanish-speaking child: give the child one simple classroom instruction in Spanish each day (Abre el libro, Cierra la puerta, Dame el lápiz) and have the child write two school words in a sentence: Tengo un libro.

WORKED EXAMPLES

Example 1. You need something to write with. Ask for it in Spanish.

▼ **Show solution**

1. Pencil is el lápiz.
2. Please is por favor.

Answer: El lápiz, por favor.

Example 2. The teacher says Levanta la mano. What do you do?

▼ **Show solution**

1. Levanta means raise; la mano means the hand.

Answer: You raise your hand.

PRACTICE

1. Easy What is el libro?

   ▼ **Show answer**

   The book.

2. Easy What is la silla?

   ▼ **Show answer**

   The chair.

3. Easy How do you say the pencil in Spanish?

   ▼ **Show answer**

   El lápiz.

4. Medium What is the difference between la maestra and el maestro?

   ▼ **Show answer**

   La maestra is a woman teacher; el maestro is a man teacher.

5. Medium What does Escucha mean?

   ▼ **Show answer**

   Listen.

6. Hard Name four things in your schoolroom in Spanish, with el or la.

   ▼ **Show answer**

   Any four: el libro, el lápiz, el papel, la mesa, la silla, la puerta, la ventana.

COMMON MISTAKES

- Saying lápiz with a z sound. In Latin American Spanish it is LAH-pees.
- Saying silla with an l sound. The ll sounds like y: SEE-yah.

> **Make it a game · Maestro dice (Teacher says).** Like Simon Says. The teacher calls out actions in Spanish: Maestro dice: levanta la mano. Maestro dice: toca el libro (touch the book). Maestro dice: siéntate. If the teacher leaves off Maestro dice, don't move! Take turns being the teacher.

> **Scripture.** "The fear of the LORD is the beginning of knowledge: but fools despise wisdom and instruction." (Proverbs 1:7, KJV)
>
> In the Spanish Bible this verse begins El principio de la sabiduría es el temor de Jehová: the beginning of wisdom is the fear of the Lord. All good learning, at school or at home, starts with honoring God.

1.2 The Alphabet and the Vowels

OBJECTIVES

- Sing the Spanish alphabet.
- Say the five Spanish vowels: a, e, i, o, u.
- Know the letter ñ.

> **Warm-up.** Sing the ABCs in English. How many letters are there? Today you learn the Spanish alphabet: almost the same letters, but some have new names, and there is one extra letter English does not have.

WATCH

El Alfabeto para Niños (Spanish Alphabet for Kids) Mi Camino Spanish

Mi Camino Spanish · 1:31

https://www.youtube.com/watch?v=fmYjy-HOxGI

> **WHEN TO WATCH**
> After the story. Say each letter after the video.

Note: A short Mi Camino Spanish lesson for children: the Spanish alphabet.

BACKUP VIDEO

The Vowels - Las Vocales - Calico Spanish Songs for Kids

Calico Spanish for Kids · 1:32

https://www.youtube.com/watch?v=td-CgJHNF1U

On the second or third day: a Calico Spanish song about the five vowels.

KEY TERMS

el abecedario (ah-beh-seh-DAH-ryoh)
The alphabet.

las vocales (boh-KAH-lehs)
The vowels: a, e, i, o, u.

la letra (LEH-trah)

The letter.

la eñe (EH-nyeh)

The letter ñ, sounding like ny in canyon.

leer (leh-EHR)

To read.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el abecedario
ehl ah-beh-seh-DAH-ryoh
noun
the alphabet

la letra
lah LEH-trah
noun
the letter

la vocal
lah boh-KAHL
noun · las vocales
the vowel

leer
leh-EHR
verb
to read

el niño
ehl NEE-nyoh
noun · la niña
the boy (child)

la palabra
lah pah-LAH-brah
noun
the word

CORE IDEAS

The story. About three hundred years ago in Paris, a painter named Jean-Siméon Chardin loved to paint quiet moments at home: a mother saying grace with her children, a boy building a house of cards, a girl with a shuttlecock. In this painting a young girl, perhaps a big sister, leans over a little wooden cabinet. She holds a long pin and points to a letter in a small book. On the other side, a little child in a cap stares hard at the page, trying to read. The big girl is patient and gentle. She is the young schoolmistress, the little teacher. Long ago, many children first learned their letters from an older sister or brother just like this.

How Spanish sounds. Spanish vowels are easy because each one always makes the same sound: **a** (ah, as in father), **e** (eh, as in bed), **i** (ee, as in see), **o** (oh), **u** (oo, as in moon). So if you know the vowels, you can read almost any Spanish word aloud! Spanish also has the letter **ñ**, called eñe, which sounds like the ny in canyon: niño, España, mañana. The Spanish alphabet has 27 letters.

Say it and move. Make each vowel with your body: stretch your arms up in a point for **A**, stand sideways with arms out for **E**, stand straight and tall for **I**, make a big circle with your arms for **O**, and hold your arms up in a cup for **U**. Then do them fast: a, e, i, o, u!

PICTURE STUDY



The Young Schoolmistress, Jean-Siméon Chardin, about 1735–6 · Oil on canvas · The National Gallery, London

Image: Wikimedia Commons, public domain

Chardin painted ordinary people at home in soft light and gentle colors. He worked slowly and painted the same scenes more than once, because people loved them. Here he paints a lesson that takes only a minute but matters for a lifetime: learning to read.

Look closely

- What is the big girl holding? What is she pointing to?
- Look at the little child's face. Is it easy or hard to read?
- Find the red ribbon in her cap. Say rojo.
- Who taught you your letters?

Talk about it

1. Why do you think the big girl is so patient?
2. Could you help a younger child learn the Spanish vowels?

ACTIVITY

Vowel cards and my name

Make five vowel cards and spell your name with Spanish letter names.

You will need

- Five large cards or paper squares
- Crayons or markers

Steps

1. Write one big vowel on each card: A, E, I, O, U.
2. Draw a picture of a Spanish word that starts with each vowel: A for árbol (tree), E for estrella (star), I for iglesia (church), O for oso (bear), U for uvas (grapes).
3. Hold up each card and say the vowel and the word.
4. Write your name in big letters.
5. Spell your name aloud using the Spanish letter names from the video.

Tips

- Spell the names of family members too.
- Add a sixth card for Ñ: niño.

Check your work

☐ I made five vowel cards with Spanish words.

☐ I can spell my name aloud in Spanish.

PICTURE DICTIONARY

1. Write a, e, i, o, u in big letters and draw the vowel picture for each.
2. Write ñ and draw a niño (boy) or a niña (girl).

> **From history.** The little wave on top of the ñ is called a tilde. Long ago, scribes copying books by hand wrote nn as an n with a little n on top to save space, and that small mark became the wave. Today the ñ is a symbol of the Spanish language itself.

> **At home in Spanish.** For a Spanish-speaking child: practice dictation. Say five easy words (mesa, casa, luna, sol, niño) and have the child spell them aloud and write them, checking the accent and the ñ.

WORKED EXAMPLES

Example 1. How do you read the Spanish word mesa?

▼ **Show solution**

1. m-e-sa: e is always eh, a is always ah.

Answer: MEH-sah.

Example 2. Spell the word sol aloud in Spanish.

▼ **Show solution**

1. s is ese, o is o, l is ele.

Answer: Ese, o, ele.

PRACTICE

1. Easy Say the five Spanish vowels.

   ▼ **Show answer**

   A, e, i, o, u (ah, eh, ee, oh, oo).

2. Easy What sound does the Spanish i make?

   ▼ **Show answer**

   Ee, as in see.

3. Easy What is the name of the letter ñ?

   ▼ **Show answer**

   Eñe.

4. Medium Read this word aloud: luna.

   ▼ **Show answer**

   LOO-nah.

5. Medium How many letters are in the Spanish alphabet?

   ▼ **Show answer**

   27.

6. Hard Say a Spanish word with ñ, and tell what it means.

   ▼ **Show answer**

   For example niño (boy), año (year), España (Spain), mañana (morning, tomorrow).

COMMON MISTAKES

- Saying the Spanish e like the English letter e (ee). The Spanish e is eh; the Spanish i is ee.
- Saying ñ like a plain n. Niño is NEE-nyoh, not NEE-noh.

> **Make it a game · Vowel jump.** Write a, e, i, o, u on five papers on the floor. The parent says a Spanish word (casa, mesa, libro, uvas, oso), and the child jumps to the vowel it starts with, or to each vowel in the word, one after another.

> **Scripture.** "I am Alpha and Omega, the beginning and the end, the first and the last." (Revelation 22:13, KJV)
>
> In the Spanish Bible this verse says Yo soy Alpha y Omega, principio y fin: I am Alpha and Omega, the beginning and the end. Alpha and Omega are the first and last letters of the Greek alphabet. Jesus is the A and the Z, the first and the last.

UNIT 2

La Ropa y el Año

In Lesson 2.1 your child learns clothing words and colors together, Llevo una camisa azul (I am wearing a blue shirt), looking at the Infanta Margarita, painted by Velázquez in a shining blue gown when she was eight years old. Colossians 3:14 tells Christians what to put on above everything: love.

In Lesson 2.2 your child learns the four seasons, la primavera, el verano, el otoño, el invierno, and the twelve months, from Goya's painting of spring flower girls. Psalm

74:17 says God made summer and winter. The unit ends with a dress-up fashion show for each season in Spanish.

PREREQUISITES

- Colors in Spanish (from Kindergarten Spanish or a quick review).
- Unit 1.

MASTERY CHECKLIST

- ☐ I can name six pieces of clothing in Spanish.
- ☐ I can say what I am wearing with a color: Llevo una camisa azul.
- ☐ I can name the four seasons in Spanish.
- ☐ I can say the twelve months in Spanish and my birthday month.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Dress-up clothes:** A hat, a coat, a scarf, shoes and so on for the fashion show.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

2.1	**What Are You Wearing?**	3 sessions of 15–20 minutes
2.2	**Seasons and Months**	3 sessions of 15–20 minutes

Unit 2 review

Ask each question out loud. The review is worth 20 points.

1. **5 pts**
   Point to and name in Spanish: a shirt, pants, shoes, a hat, a coat.
2. **5 pts**
   Say what you are wearing today, with a color.

3. **5 pts**

   Name the four seasons in Spanish.

4. **5 pts**

   Say the months of the year in Spanish. In what month is your birthday?

ANSWER KEY

1. La camisa, los pantalones, los zapatos, el sombrero, el abrigo.
2. For example: Llevo una camisa roja.
3. La primavera, el verano, el otoño, el invierno.
4. Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. Mi cumpleaños es en ___.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE FOUR-SEASONS FASHION SHOW

Put on a fashion show for the family. Choose clothes for each season: a coat and scarf for el invierno, a light shirt for la primavera, shorts and a hat for el verano, a sweater for el otoño. For each one, walk out and announce in Spanish: Es el invierno. Hace frío. Llevo un abrigo azul. Then draw a page with the four seasons and the clothes for each, labeled in Spanish.

LOOK FOR	WHAT IT MEANS
Clothes	At least five pieces of clothing named in Spanish.
Seasons	All four seasons named correctly, with fitting weather.
Sentences	The child says Llevo... with a color for each outfit.

2.1 What Are You Wearing?

OBJECTIVES

- Name clothes in Spanish: la camisa, los pantalones, el vestido, los zapatos, el sombrero, el abrigo.
- Say Llevo… (I am wearing…) with a color.
- Learn what Christians are to put on above all things.

> **Warm-up.** What are you wearing today? What color is your shirt? Your shoes? Today you learn to say what you are wearing in Spanish, and you meet a little princess in the most beautiful blue dress.

WATCH

La ropa | Spanish clothing song for kids (weather & free activities too!)

Calico Spanish for Kids · 1:31

https://www.youtube.com/watch?v=PYB9sXIL2cc

> **WHEN TO WATCH**
> After the story. Point to each piece of clothing on yourself as the song names it.

Note: A Calico Spanish song about clothing, with the weather.

BACKUP VIDEO

¿Qué Me Pongo Hoy? (Clothing Vocabulary in Spanish for Kids!)

Mi Camino Spanish · 4:16

https://www.youtube.com/watch?v=2QVNCnLHdxI

On the second or third day: a Mi Camino Spanish lesson, ¿Qué me pongo hoy? (What shall I wear today?).

KEY TERMS

la ropa (ROH-pah)
The clothes.

la camisa / los pantalones
The shirt / the pants.

el vestido / los zapatos

The dress / the shoes.

el sombrero / el abrigo

The hat / the coat.

Llevo… (YEH-boh)

I am wearing…

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la ropa
lah ROH-pah
noun
the clothes

la camisa
lah kah-MEE-sah
noun
the shirt

los pantalones
lohs pahn-tah-LOH-nehs
noun
the pants

el vestido
ehl behs-TEE-doh
noun
the dress

los zapatos
lohs sah-PAH-tohs
noun · el zapato
the shoes

el sombrero
ehl sohm-BREH-roh
noun
the hat

el abrigo
ehl ah-BREE-goh
noun
the coat

llevo
YEH-boh
verb
I wear, I am wearing

CORE IDEAS

The story. Do you remember the little princess Margarita, painted by Diego Velázquez? In this painting she is eight years old, and she is wearing the grandest dress she has ever worn: a gown of deep blue silk trimmed with shining silver and gold, with a skirt so wide it stretches across the whole painting. She holds a soft

brown fur muff to keep her hands warm, and her long golden hair falls over her shoulders. Why such a fine dress? Margarita had been promised in marriage to her cousin Leopold, who would become the emperor in Vienna, far away. Her family sent portraits of her to Vienna every few years, so that he and his family could see her growing up. When she was fifteen, she traveled to Vienna and married him. This painting is still in Vienna today.

How Spanish sounds. In Spanish, the color comes after the clothing: **una camisa azul** (a shirt blue), **un vestido rojo**. Words that end in -a take una; words that end in -o take un. To say what you are wearing, start with **Llevo**, with ll like y: YEH-boh.

Say it and move. Touch each piece of clothing as you say it: your shirt, **la camisa**; your pants, **los pantalones**; your shoes, **los zapatos**. Pretend to put on a hat: **el sombrero**, and a coat: **el abrigo**. Spin around in a pretend princess dress: **el vestido**!

PICTURE STUDY



Infanta Margarita Teresa in a Blue Dress, Diego Velázquez, 1659 · Oil on canvas · Kunsthistorisches Museum, Vienna

Image: Wikimedia Commons, public domain

Velázquez was the court painter of King Philip IV of Spain. This was one of the last portraits he ever painted, the year before he died. If you stand close, the silver trim is only quick dabs and strokes of paint; step back, and it shines like real silver.

Look closely

- What color is the dress? Say it in Spanish.
- Find the fur muff. What is it for?
- What color is her hair?
- How wide is the skirt? Stretch out your arms to show.

Talk about it

1. How do you think it felt to wear such a big dress?
2. What is the most special outfit you have worn, and why?

ACTIVITY

Paper doll wardrobe

Make a paper doll and a set of clothes, and dress it while saying the clothes in Spanish.

You will need

- Cardstock or a cereal box
- Paper, crayons and scissors
- Tape or sticky tack

Steps

1. Draw and cut out a simple paper doll from cardstock.
2. Draw and cut out clothes for it: a shirt, pants, a dress, shoes, a hat and a coat. Color them.
3. A parent writes the Spanish name on the back of each piece. Trace them.
4. Dress the doll, saying each piece in Spanish with its color: una camisa verde, un sombrero negro.
5. Make a blue dress like Margarita's for the doll.

Tips

- Keep the clothes in an envelope labeled la ropa.
- Have the doll say Llevo... about its clothes.

Check your work

☐ I made at least five clothes for my doll.

☐ I can say what the doll is wearing, with colors.

PICTURE DICTIONARY

1. Draw yourself in today's clothes. Label each piece in Spanish with its color.
2. Copy: Llevo una camisa ___.

From history. In Mexico and Central America, many women and girls still wear the beautiful huipil, a loose blouse woven and embroidered by hand in bright patterns. Each village has its own patterns, so a person who knows them can tell where a huipil was made.

At home in Spanish. For a Spanish-speaking child: let the child choose tomorrow's clothes and describe the whole outfit in Spanish, then write two sentences: Mañana llevo...

WORKED EXAMPLES

Example 1. You are wearing a red shirt. Say it in Spanish.

▼ **Show solution**

1. Shirt is la camisa; red is rojo, roja after a word ending in -a.
2. The color goes after the shirt.

Answer: Llevo una camisa roja.

Example 2. Margarita is wearing a blue dress. How do you say a blue dress?

▼ **Show solution**

1. Dress is el vestido; blue is azul.
2. Color after the thing.

Answer: Un vestido azul.

PRACTICE

1. Easy What is el sombrero?

   ▼ **Show answer**

   The hat.

2. Easy What are los zapatos?

   ▼ **Show answer**

   The shoes.

3. Easy How do you say the coat in Spanish?

   ▼ **Show answer**

   El abrigo.

4. Medium Say what you are wearing on your feet, with a color.

   ▼ **Show answer**

   Llevo zapatos ___ (negros, blancos, cafés...).

5. Medium In Spanish, does the color come before or after the clothing?

   ▼ **Show answer**

   After: una camisa azul.

6. Hard Read Colossians 3:14. What should we put on above all these things?

   ▼ **Show answer**

   Charity, which is love.

COMMON MISTAKES

- Putting the color first: azul camisa. In Spanish the color follows: camisa azul.
- Saying llevo with an l. The ll sounds like y: YEH-boh.

> **Make it a game · The clothes basket relay.** Put dress-up clothes in a basket across the room. The parent calls a piece in Spanish (¡el sombrero!), and the child runs, finds it, puts it on and says Llevo el sombrero. Keep going until the child is wearing everything, then take it all off, naming each piece.

> **Scripture.** "And above all these things put on charity, which is the bond of perfectness." (Colossians 3:14, KJV)
>
> In the Spanish Bible this verse says Y sobre todas estas cosas vestíos de caridad: and above all these things, clothe yourselves with charity. Vestíos comes from the same family as vestido, dress! Love is the finest clothing a Christian can wear.

2.2 Seasons and Months

OBJECTIVES

- Name the four seasons: la primavera, el verano, el otoño, el invierno.
- Say the twelve months of the year in Spanish.
- Say in what month your birthday is.

> **Warm-up.** What season is it now? What is the weather like? What do you wear? When is your birthday? Today you learn the seasons and the months in Spanish.

WATCH

Las Cuatro Estaciones (The Four Seasons in Spanish for Kids)

Mi Camino Spanish · 2:18

https://www.youtube.com/watch?v=bWhIOrUM53c

> **WHEN TO WATCH**
> After the story. Act out each season as the video names it.

Note: A Mi Camino Spanish lesson: the four seasons in Spanish.

BACKUP VIDEO

Los Meses del Año para Niños (Months in Spanish for Kids)

Mi Camino Spanish · 1:29

https://www.youtube.com/watch?v=LF9q652vBII

On the second or third day: a short Mi Camino Spanish lesson on the months of the year.

KEY TERMS

las estaciones (ehs-tah-SYOH-nehs)
The seasons.

la primavera / el verano
Spring / summer.

el otoño / el invierno
Autumn / winter.

los meses (MEH-sehs)
The months: enero, febrero, marzo…

Mi cumpleaños es en... (koom-pleh-AH-nyohs)

My birthday is in...

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la primavera
lah pree-mah-BEH-rah
noun
spring

el verano
ehl beh-RAH-noh
noun
summer

el otoño
ehl oh-TOH-nyoh
noun
autumn, fall

el invierno
ehl een-BYEHR-noh
noun
winter

el mes
ehl MEHS
noun · los meses
the month

el año
ehl AH-nyoh
noun
the year

el cumpleaños
ehl koom-pleh-AH-nyohs
noun
the birthday

CORE IDEAS

The story. About two hundred and forty years ago, the young painter Francisco de Goya was given a big job by the royal tapestry factory in Madrid. The prince of Spain wanted new tapestries, woven wall hangings, for the dining room of his palace, and Goya was to paint the full-size designs. He painted the four seasons. This is spring, la primavera. Out in the bright countryside, a lady in a blue skirt and a black shawl stands holding the hand of a little girl. A young woman kneels on the grass and holds

up a pink rose to her. Behind them, a man smiles and lifts his finger to his lips as if keeping a secret: he is hiding a rabbit behind his back to surprise them! A young tree is putting out its first green leaves, and far away the mountains are blue. Goya painted summer, autumn and winter too, each with its own work and weather.

How Spanish sounds. In Spanish, the seasons and months begin with small letters: **enero, febrero, marzo**. Many months sound like English: abril, agosto, octubre, noviembre, diciembre. **Otoño** has the ñ: oh-TOH-nyoh. **Julio** and **junio** have the breathy j: HOO-lyoh, HOO-nyoh.

Say it and move. Act out the seasons: smell a flower for **la primavera**, fan yourself for **el verano**, let your hands fall like leaves for **el otoño**, and shiver for **el invierno**. Then march around the room saying the months, one step for each.

PICTURE STUDY



The Flower Girls (Spring), Francisco de Goya, 1786–87 · Oil on canvas (a design for a tapestry) · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Goya painted this as the full-size design for a tapestry for the dining room of the Prince of Asturias at the palace of El Pardo, near Madrid. The weavers copied it in wool and silk. It was one of a set of four, one for each season.

Look closely

- Find the kneeling woman. What is she holding up?
- Find the man behind them. What is he hiding?
- Find the little girl. Whose hand is she holding?
- What season is it? How can you tell?

Talk about it

1. Why do you think the man is keeping a secret?
2. What is your favorite season, and why?

ACTIVITY

Four-seasons tree

Fold a paper into four and draw the same tree in each season, labeled in Spanish.

You will need

- A large sheet of paper
- Crayons or markers
- Optional: tissue paper, cotton balls

Steps

1. Fold the paper into four squares.
2. Draw the same tree in each square: with flowers and new leaves (la primavera), full and green (el verano), with orange and red leaves falling (el otoño), bare with snow (el invierno).
3. Label each square in Spanish.
4. Under each season, write its three months in Spanish (a parent can help, depending on where you live).
5. Point to your birthday month and say: Mi cumpleaños es en...

Tips

- Glue cotton for snow and tissue paper for leaves.
- Draw what you wear in each season beside the tree.

Check your work

☐ I drew and labeled all four seasons in Spanish.

☐ I can say the twelve months in order.

PICTURE DICTIONARY

1. Write the four seasons in Spanish and draw a picture for each.
2. Copy: Mi cumpleaños es en ___.

> **From history.** On the other side of the equator, in Argentina, Chile and Uruguay, the seasons are turned around: el verano, summer, comes in diciembre, enero and febrero, and the long summer school holidays begin around Christmas.

> **At home in Spanish.** For a Spanish-speaking child: make a family birthday calendar in Spanish, writing each person's birthday (el 5 de mayo), and say the full date each morning.

WORKED EXAMPLES

Example 1. It is very hot and there is no school. What season is it, in Spanish?

▼ **Show solution**

1. Hot and no school means summer.
2. Summer is el verano.

Answer: El verano.

Example 2. Your birthday is in May. Say it in Spanish.

▼ **Show solution**

1. May is mayo, with a small letter.
2. My birthday is: Mi cumpleaños es en…

Answer: Mi cumpleaños es en mayo.

PRACTICE

1. Easy What is el invierno?

   ▼ **Show answer**

   Winter.

2. Easy What is la primavera?

   ▼ **Show answer**

   Spring.

3. Easy How do you say autumn in Spanish?

   ▼ **Show answer**

   El otoño.

4. Medium Say the months from enero to junio.

   ▼ **Show answer**

   Enero, febrero, marzo, abril, mayo, junio.

5. Medium In what month is Christmas, in Spanish?

   ▼ **Show answer**

   Diciembre.

6. Hard Say the months from julio to diciembre, then say your birthday month.

   ▼ **Show answer**

   Julio, agosto, septiembre, octubre, noviembre, diciembre. Mi cumpleaños es en ___.

COMMON MISTAKES

- Writing months with capital letters. In Spanish, enero and julio begin with small letters.
- Mixing up junio and julio. Junio (June) has n like June; julio (July) has l like July.

> **Make it a game · Month line-up.** Write the twelve months in Spanish on twelve cards and mix them up. Time the child putting them in order on the floor, saying each one aloud. Then play again and try to beat the time.

> **Scripture.** "Thou hast set all the borders of the earth: thou hast made summer and winter." (Psalm 74:17, KJV)
>
> In the Spanish Bible this verse ends el verano y el invierno tú los formaste: the summer and the winter, you made them. Every season, with its own beauty, comes from God.

La Comida

In Lesson 3.1 your child names breakfast foods in Spanish, el pan, la leche, el huevo, el jugo, el cereal, la fruta, and asks for them politely, from Murillo's painting of two boys of Seville sharing a pie. Tengo hambre means I am hungry.

In Lesson 3.2 your child asks ¿Te gusta...? and answers Sí, me gusta or No, no me gusta, using foods in a famous Spanish still life painted by a man who became a monk. Psalm 119:103 says God's words are sweeter than honey. The unit ends with a Spanish breakfast the child serves to the family.

PREREQUISITES

- Units 1–2.
- Me gusta from Grade 1 is helpful.

MASTERY CHECKLIST

- ☐ I can name six breakfast foods in Spanish.
- ☐ I can ask for food politely: Quiero pan, por favor.
- ☐ I can ask ¿Te gusta...? and answer Sí, me gusta or No, no me gusta.
- ☐ I served a breakfast and named the food in Spanish.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Breakfast foods:** Bread, milk, eggs, juice and fruit for the Spanish breakfast.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

3.1	**Breakfast**	3 sessions of 15–20 minutes
3.2	**I Like, I Don't Like**	3 sessions of 15–20 minutes

Unit 3 review

Ask each question out loud. The review is worth 20 points.

1. **5 pts**
   Name these in Spanish: bread, milk, egg, juice, fruit.

2. **5 pts**
   Ask for milk politely in Spanish.

3. **5 pts**
   How do you ask Do you like bread? in Spanish?

4. **5 pts**
   Say one food you like and one you don't like, in Spanish.

ANSWER KEY

1. El pan, la leche, el huevo, el jugo, la fruta.
2. Quiero leche, por favor (or La leche, por favor).
3. ¿Te gusta el pan?
4. Me gusta ___. No me gusta ___.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: BREAKFAST IN SPANISH

Help make and serve a family breakfast. Make a little menu in Spanish (el menú) with pictures: el pan, los huevos, la leche, el jugo, la fruta. At the table, ask each person ¿Qué quieres? (What do you want?) and ¿Te gusta…?, and serve them as they answer. Start with grace, and say ¡Buen provecho! (Enjoy your meal!) before eating.

LOOK FOR	WHAT IT MEANS
Menu	A menu with at least five foods in Spanish.
Asking	The child asks ¿Te gusta…? and ¿Qué quieres? correctly.
Manners	Grace, por favor, gracias and buen provecho are used.

UNIT 3 · LA COMIDA · LESSON 3.1 OF 10 · 3 SESSIONS OF 15–20 MINUTES

3.1 Breakfast

OBJECTIVES

- Name breakfast foods in Spanish: el pan, la leche, el huevo, el jugo, el cereal, la fruta.
- Say Tengo hambre (I am hungry).
- Ask politely: Quiero…, por favor.

> **Warm-up.** What did you eat for breakfast this morning? Bread? Eggs? Cereal? Milk? Today you learn the names of breakfast foods in Spanish.

WATCH

El Desayuno para Niños (Breakfast Foods in Spanish for Kids)

Mi Camino Spanish · 2:27

https://www.youtube.com/watch?v=yYD5KRtAswE

> **WHEN TO WATCH**
> After the story. Pretend to eat each food as the video names it.

Note: A Mi Camino Spanish lesson: breakfast foods in Spanish.

BACKUP VIDEO

Ya tengo hambre - Calico Spanish Songs for Kids

Calico Spanish for Kids · 3:36

https://www.youtube.com/watch?v=YJ3JeQTJpGA

On the second or third day: a Calico Spanish song, Ya tengo hambre (I am hungry now).

KEY TERMS

el desayuno (deh-sah-YOO-noh)
Breakfast.

el huevo / el jugo
The egg / the juice.

Quiero..., por favor (KYEH-roh)
I want..., please.

el pan / la leche
The bread / the milk.

Tengo hambre (TEHN-goh AHM-breh)
I am hungry.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el desayuno
ehl deh-sah-YOO-noh
noun
breakfast

el pan
ehl PAHN
noun
the bread

la leche
lah LEH-cheh
noun
the milk

el huevo
ehl WEH-boh
noun · los huevos
the egg

el jugo
ehl HOO-goh
noun
the juice

la fruta
lah FROO-tah
noun
the fruit

tengo hambre
TEHN-goh AHM-breh
phrase
I am hungry

quiero
KYEH-roh
verb
I want

CORE IDEAS

The story. Bartolomé Esteban Murillo grew up in Seville, a great city in the south of Spain, as the youngest of fourteen children. When he was still a boy, his father and mother both died, and he was raised by his older sister and her husband. Perhaps that is why, when he became a painter, he loved to paint the poor children of Seville. In this painting two boys sit on a stone step. One holds a piece of pie high above his head and drops it into his open mouth. The other boy, smiling, reaches for another piece from the pie dish. Their clothes are old and torn, their feet are bare, but they are happy: they have something to eat! A little dog sits by them, looking up hopefully, and at their feet is a basket with fruit and a loaf of bread wrapped in a cloth.

How Spanish sounds. Huevo begins with a soft w sound: WEH-boh. **Jugo** and **hambre** look alike but sound different: in jugo the j is a breathy h (HOO-goh); in hambre the h is quiet (AHM-breh). **Leche** is LEH-cheh.

Say it and move. Rub your tummy: **Tengo hambre.** Pretend to bite bread: **el pan.** Drink from a cup: **la leche**, **el jugo.** Crack an egg: **el huevo.** Then hold out your hands like a plate: **Quiero pan, por favor.**

PICTURE STUDY



The Pie Eaters, Bartolomé Esteban Murillo, about 1670–75 · Oil on canvas · Alte Pinakothek, Munich
Image: Wikimedia Commons, public domain

Murillo painted many pictures of poor children in Seville, and people in Flanders, Germany and England loved them. This one was bought by a German prince long ago and is now in Munich.

Look closely

- Find the boy eating the pie. How is he eating it?
- Find the dog. What does it want?
- Find the basket. What is in it?
- Find the bread. Say el pan.

Talk about it

1. The boys are poor, but they are smiling. Why?
2. How can we thank God for the food we have every day?

ACTIVITY

Breakfast menu

Make a breakfast menu in Spanish, with pictures, for the family restaurant.

You will need

- A sheet of paper folded in half
- Crayons or markers
- Old magazines or grocery flyers (optional)

Steps

1. On the cover, write El desayuno and draw a sun.
2. Inside, draw or glue pictures of breakfast foods: bread, milk, eggs, juice, cereal, fruit.
3. Copy the Spanish name under each.
4. Play restaurant: the family reads the menu and orders in Spanish: Quiero un huevo, por favor.
5. Serve pretend food and answer: Aquí tienes (Here you are).

Tips

- Add prices in pesos using the numbers you know.
- Use the menu for the real breakfast at the end of the unit.

Check your work

☐ My menu has six breakfast foods in Spanish.

☐ I can order politely in Spanish.

PICTURE DICTIONARY

1. Draw your breakfast plate and cup. Label each food in Spanish.
2. Copy: Tengo hambre.

From history. In Spain, breakfast is often small: bread toasted with olive oil and tomato, or churros dipped in thick hot chocolate. In Mexico, breakfast can be big, with eggs, beans and tortillas. The biggest meal of the day in many Spanish-speaking countries is lunch, la comida, in the middle of the day.

At home in Spanish. For a Spanish-speaking child: have the child order every breakfast in Spanish this week and write a full breakfast sentence each day: Hoy como pan con leche.

WORKED EXAMPLES

Example 1. You want bread. Ask for it politely.

▼ **Show solution**

1. I want is quiero; bread is pan.
2. Add por favor.

Answer: Quiero pan, por favor.

Example 2. You are very hungry. Say it in Spanish.

▼ **Show solution**

1. Spanish says I have hunger: tengo hambre.

Answer: Tengo hambre.

PRACTICE

1. Easy What is la leche?

   ▼ **Show answer**

   The milk.

2. Easy What is el huevo?

   ▼ **Show answer**

   The egg.

3. Easy How do you say breakfast in Spanish?

   ▼ **Show answer**

   El desayuno.

4. Medium Ask for juice politely in Spanish.

   ▼ **Show answer**

   Quiero jugo, por favor.

5. Medium What does Tengo hambre mean?

   ▼ **Show answer**

   I am hungry.

6. Hard Name four foods you see in Murillo's painting or eat at breakfast, in Spanish.

   ▼ **Show answer**

   Any four: el pan, la fruta, la leche, el huevo, el jugo, el cereal (and el pastel for the pie).

COMMON MISTAKES

- Saying huevo with an h. The h is silent: WEH-boh.
- Saying I am hungry as soy hambre. Spanish says tengo hambre: I have hunger.

> **Make it a game · Breakfast basket.** Put real or pretend foods in a basket. The child closes his or her eyes, takes one out, feels or smells it, and guesses in Spanish: ¡Es el pan! Then open your eyes to check. Take turns.

> **Scripture.** "They are new every morning: great is thy faithfulness." (Lamentations 3:23, KJV)
>
> In the Spanish Bible this verse says Nuevas son cada mañana; grande es tu fidelidad: they are new every morning; great is your faithfulness. Every breakfast is a reminder that God's mercies are new every morning.

3.2 I Like, I Don't Like

OBJECTIVES

- Ask ¿Te gusta...? (Do you like...?).
- Answer Sí, me gusta or No, no me gusta.
- Name vegetables and fruits in a Spanish still life.

> **Warm-up.** What food do you like best? What food do you not like at all? Today you learn to say both in Spanish, and to ask other people what they like.

WATCH

FREE Spanish for Kids | Me gusta / te gusta / le gusta, likes & dislikes | Calico Spanish

Calico Spanish for Kids · 3:30

https://www.youtube.com/watch?v=p7PF7h0_VRE

> **WHEN TO WATCH**
> After the story. Answer each question in the video with Sí, me gusta or No, no me gusta.

Note: A Calico Spanish lesson on me gusta, te gusta and le gusta: likes and dislikes.

BACKUP VIDEO

ME GUSTA ¿Qué te gusta hacer? Mi Camino Spanish

Mi Camino Spanish · 2:54

https://www.youtube.com/watch?v=1iYPslrIclg

On the second or third day: a Mi Camino Spanish lesson, ¿Qué te gusta hacer? (What do you like to do?).

KEY TERMS

¿Te gusta...? (teh GOO-stah)	**Sí, me gusta.**
Do you like...?	Yes, I like it.

No, no me gusta.

No, I don't like it.

el limón / la manzana

The lemon / the apple.

la zanahoria (sah-nah-OH-ryah)

The carrot.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

¿te gusta?
teh GOO-stah
phrase
do you like?

me gusta
meh GOO-stah
phrase · me gustan for more than one
I like

no me gusta
noh meh GOO-stah
phrase
I don't like

la zanahoria
lah sah-nah-OH-ryah
noun
the carrot

el limón
ehl lee-MOHN
noun
the lemon

la manzana
lah mahn-SAH-nah
noun
the apple

dulce
DOOL-seh
adjective
sweet

CORE IDEAS

The story. More than four hundred years ago in Toledo, Spain, there lived a painter named Juan Sánchez Cotán. He painted food: simple vegetables and fruits set in a window, glowing against the dark. In this painting, three yellow lemons hang on a leafy branch at the top. In the middle, apples dangle on strings. Birds hang from the

top, ready for supper. Long carrots lie on the ledge, and a huge pale cardoon, a vegetable like celery, curls up at the right. Everything is arranged so carefully that it looks like a song made of food. Soon after he painted this, in 1603, Sánchez Cotán gave away his things and went to live as a lay brother in a monastery in Granada, where he spent the rest of his life praying, working and painting pictures for the monastery.

How Spanish sounds. To ask a friend, say **¿Te gusta el limón?** (Do you like the lemon?), with your voice going up at the end. To answer, say **Sí, me gusta** or **No, no me gusta.** Yes, there are two no's! For more than one thing, add n: **Me gustan las zanahorias**.

Say it and move. Thumbs up and a big smile: **¡Sí, me gusta!** Thumbs down and a funny face: **¡No, no me gusta!** Point to a friend with a questioning look: **¿Te gusta?**

PICTURE STUDY



Still Life with Game, Vegetables and Fruit, Juan Sánchez Cotán, 1602 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Sánchez Cotán signed and dated this painting on the stone ledge: 1602. He placed every fruit and vegetable in light against the dark, so that ordinary food looks almost holy. Painters still study how he arranged it.

Look closely

- Count the lemons in Spanish.
- Find the apples. What are they hanging from?
- Find the carrots. What color are they?
- Find the big pale vegetable. It is a cardoon. Does it look like celery?

Talk about it

1. Which food in the painting would you like to eat? Which would you not?
2. Why do you think he painted ordinary food so carefully?

ACTIVITY

Like and don't-like survey

Ask your family about foods in Spanish and make a chart of their answers.

You will need

- Paper and a ruler
- Crayons or markers

Steps

1. Draw a chart: names of family members down the side, five foods across the top (el pan, la zanahoria, el limón, la manzana, la leche).
2. Ask each person: ¿Te gusta el limón?
3. Draw a smiley face for Sí, me gusta and a frowning face for No, no me gusta.
4. Count the smiles for each food in Spanish.
5. Tell the family which food is the favorite.

Tips

- Ask a grandparent or friend by phone, in Spanish.
- Add a food you have never tried, and try it!

Check your work

☐ I asked at least three people about five foods in Spanish.

☐ I can say the results with me gusta and no me gusta.

PICTURE DICTIONARY

1. Draw a food you like and write Me gusta ___.
2. Draw a food you don't like and write No me gusta ___.

> **From history.** The Spanish brought many foods from the Americas back to Europe: tomatoes, potatoes, corn, chocolate, peppers and vanilla. Before Columbus, no one in Spain had ever tasted a tomato or a potato!

> **At home in Spanish.** For a Spanish-speaking child: interview a relative in Spanish about favorite foods (¿Qué comida te gusta más?) and write three sentences about the answers using le gusta.

WORKED EXAMPLES

Example 1. Ask your friend if he likes carrots... one carrot.

▼ **Show solution**

1. Do you like is te gusta.
2. The carrot is la zanahoria.

Answer: ¿Te gusta la zanahoria?

Example 2. You do not like lemons. Answer ¿Te gusta el limón?

▼ **Show solution**

1. Answer no, then no me gusta.

Answer: No, no me gusta.

PRACTICE

1. Easy What does ¿Te gusta? mean?

   ▼ **Show answer**

   Do you like?

2. Easy How do you say Yes, I like it?

   ▼ **Show answer**

   Sí, me gusta.

3. Easy What is la zanahoria?

   ▼ **Show answer**

   The carrot.

4. Medium Ask Do you like milk? in Spanish.

   ▼ **Show answer**

   ¿Te gusta la leche?

5. Medium Say I don't like it in Spanish.

   ▼ **Show answer**

   No me gusta.

6. Hard Say you like apples (more than one).

   ▼ **Show answer**

   Me gustan las manzanas.

COMMON MISTAKES

- Saying yo gusta. Spanish says me gusta.
- Forgetting the second no. Answer No, no me gusta.

> **Make it a game · Me gusta, no me gusta.** The parent names a food in Spanish. If the child likes it, he or she jumps up and says ¡Sí, me gusta!; if not, the child crouches down and says ¡No, no me gusta! Go faster and faster, and include silly foods: ¿Te gusta el jabón? (soap)

> **Scripture.** "How sweet are thy words unto my taste! yea, sweeter than honey to my mouth!" (Psalm 119:103, KJV)
>
> In the Spanish Bible this verse begins ¡Cuán dulces son á mi paladar tus palabras!: how sweet are your words to my taste! We like many foods, but God's words are sweeter than honey.

UNIT 4

Cómo Estoy

In Lesson 4.1 your child asks ¿Cómo estás? and answers with feelings, Estoy feliz, triste, cansado, enojado, bien, looking at a grinning boy painted by Murillo. Philippians 4:4 says Rejoice in the Lord always.

In Lesson 4.2 your child learns action words, corre, salta, sube, camina, baila, siéntate, levántate, and plays with them, using Goya's painting of boys helping each other climb a tree. The unit ends with a feelings-and-actions show.

PREREQUISITES

- Units 1–3.
- Greetings and ¿Cómo estás? from earlier courses are helpful.

MASTERY CHECKLIST

- ☐ I can ask ¿Cómo estás? and answer with five feelings.
- ☐ I can say why I feel happy or sad in simple words.
- ☐ I can do and say eight action words in Spanish.
- ☐ I can give commands to a friend in Spanish.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Feelings faces:** Paper plates with happy, sad, tired and angry faces drawn on them.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

4.1	**How Are You Feeling?**	3 sessions of 15–20 minutes
4.2	**Run, Jump, Climb**	3 sessions of 15–20 minutes

Unit 4 review

Ask each question out loud; let the child act. The review is worth 20 points.

1. **5 pts**
   ¿Cómo estás? Answer in Spanish.
2. **5 pts**
   Show and say happy, sad, tired and angry in Spanish.

3. 5 pts

   The parent says corre, salta, siéntate, levántate. Do each one.

4. 5 pts

   Give your parent three commands in Spanish.

ANSWER KEY

1. Estoy bien / feliz / cansado(a) / triste…
2. Feliz, triste, cansado(a), enojado(a).
3. The child runs, jumps, sits and stands correctly.
4. Any three: corre, salta, camina, baila, siéntate, levántate, sube.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE FEELINGS-AND-ACTIONS SHOW

Put on a little show for the family. First, hold up feelings faces one at a time and act them out: Estoy feliz, Estoy triste, Estoy cansado. Then be the coach: give the family commands in Spanish, ¡Corre! ¡Salta! ¡Baila! ¡Siéntate!, and they must obey. End by saying what makes you happy: Estoy feliz porque Dios me ama (I am happy because God loves me).

LOOK FOR	WHAT IT MEANS
Feelings	At least four feelings shown and said in Spanish.
Commands	At least six commands given correctly.
Confidence	The child speaks clearly and leads the show.

UNIT 4 · CÓMO ESTOY · LESSON 4.1 OF 10 · 3 SESSIONS OF 15–20 MINUTES

4.1 How Are You Feeling?

OBJECTIVES

- Ask ¿Cómo estás?
- Answer Estoy feliz, triste, cansado, enojado, bien.

- Learn to rejoice in the Lord always.

> **Warm-up.** How do you feel today? Happy? Tired? Hungry? Show me with your face. Today you learn to say how you feel in Spanish.

WATCH

¿Cómo estás? (How are you?)

Mi Camino Spanish · 1:23

https://www.youtube.com/watch?v=hyJ1PGBdckE

> **WHEN TO WATCH**
> After the story. Make each face as the video says the feeling.

Note: A short Mi Camino Spanish lesson: ¿Cómo estás? (How are you?).

BACKUP VIDEO

6 answers to ¿Cómo estás? for kids learning Spanish

Calico Spanish for Kids · 2:20

https://www.youtube.com/watch?v=PDjQUBnrCT0

On the second or third day: a Calico Spanish lesson with six answers to ¿Cómo estás?

KEY TERMS

¿Cómo estás? (KOH-moh ehs-TAHS)
How are you?

Estoy… (ehs-TOY)
I am…

feliz / triste (feh-LEES / TREES-teh)
Happy / sad.

cansado / enojado
Tired / angry (cansada, enojada for a girl).

bien / mal
Well / badly.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

¿cómo estás?
KOH-moh ehs-TAHS
phrase
how are you?

estoy
ehs-TOY
verb
I am (for feelings)

feliz
feh-LEES
adjective
happy

triste
TREES-teh
adjective
sad

cansado
kahn-SAH-doh
adjective · cansada
tired

enojado
eh-noh-HAH-doh
adjective · enojada
angry

bien
BYEHN
adverb
well, fine

el perro
ehl PEH-rroh
noun
the dog

CORE IDEAS

The story. Murillo, who painted the boys eating pie, also painted this boy with his dog. The boy has a basket on his arm, and he is on his way somewhere, perhaps to the market. He has stopped to look down at a little dog, and he cannot stop grinning! He holds out his hand toward it, as if to say, Look what I have, or Come here, friend. We can only see the dog's head at the bottom corner, looking up at him. The boy's clothes are simple and his sleeves are worn, but his face is full of joy. This painting now hangs in a great museum in Saint Petersburg, in Russia, far from Seville, and people still smile when they see that boy smile.

How Spanish sounds. For feelings, Spanish uses **estoy** (I am): **Estoy feliz.** Some feelings change at the end for girls: a boy says **Estoy cansado**; a girl says **Estoy**

cansada. **Feliz** and **triste** stay the same for everyone. The z in feliz sounds like s: feh-LEES.

Say it and move. Big smile and arms up: **Estoy feliz.** Droopy face, pretend tears: **Estoy triste.** Yawn and stretch: **Estoy cansado.** Crossed arms and a frown: **Estoy enojado.** Thumbs up: **Estoy bien.**

PICTURE STUDY



Boy with a Dog, Bartolomé Esteban Murillo, about 1655–60 · Oil on canvas · The State Hermitage Museum, Saint Petersburg

Image: Wikimedia Commons, public domain

Murillo painted this boy as a pair with a painting of a girl selling fruit, which is now in Moscow. He loved to show the cheerful faces of ordinary children, painted with warm, soft colors.

Look closely

- How does the boy feel? Say it in Spanish.
- Find the dog. How does the dog feel?
- What is the boy carrying?
- What do you think the boy is saying to the dog?

Talk about it

1. What makes you happy, like this boy?
2. How can we choose joy even when we are tired or sad?

ACTIVITY

Feelings faces

Make paper-plate faces for feelings and use them every day.

You will need

- Four paper plates
- Crayons or markers
- Craft sticks and tape

Steps

1. Draw a different face on each plate: happy, sad, tired and angry.
2. Write the Spanish word on the back: feliz, triste, cansado/cansada, enojado/enojada.
3. Tape a craft stick to each plate as a handle.
4. Have someone ask ¿Cómo estás?, and hold up the face that shows how you feel: Estoy feliz.
5. Ask the family and let them answer with the plates.

Tips

- Use the plates at breakfast every day this week.
- Add a fifth plate: Estoy bien.

Check your work

☐ I made four feelings faces with Spanish words.

☐ I can ask and answer ¿Cómo estás?

PICTURE DICTIONARY

1. Draw four faces and label them feliz, triste, cansado, enojado.
2. Draw the boy and his dog and write Estoy feliz.

> **From history.** In Spanish-speaking countries, people usually greet friends with a kiss on the cheek (in Spain, one on each cheek) and ask ¿Cómo estás? or ¿Qué tal? It would be rude to begin talking about anything else before greeting.

> **At home in Spanish.** For a Spanish-speaking child: at dinner, have each person say how they feel and why in Spanish (Estoy feliz porque...). Have the child write two sentences with porque.

WORKED EXAMPLES

Example 1. You just woke up and want to go back to bed. ¿Cómo estás?

▼ **Show solution**

1. Sleepy and worn out is tired: cansado (boy) or cansada (girl).

Answer: Estoy cansado. / Estoy cansada.

Example 2. Grandma asks ¿Cómo estás? and you feel great. Answer.

▼ **Show solution**

1. Great or well is bien; happy is feliz.

Answer: Estoy bien, gracias. / Estoy feliz.

PRACTICE

1. Easy What is feliz?

   ▼ **Show answer**

   Happy.

2. Easy What is triste?

   ▼ **Show answer**

   Sad.

3. Easy How do you ask How are you? in Spanish?

   ▼ **Show answer**

   ¿Cómo estás?

4. Medium A girl is tired. What does she say?

   ▼ **Show answer**

   Estoy cansada.

5. Medium Say I am angry in Spanish.

   ▼ **Show answer**

   Estoy enojado. / Estoy enojada.

6. Hard Say I am happy because God loves me.

   ▼ **Show answer**

   Estoy feliz porque Dios me ama.

COMMON MISTAKES

- Saying soy feliz for how you feel right now. For feelings, use estoy: Estoy feliz.
- A girl saying cansado. A girl says cansada.

> **Make it a game · ¿Cómo estoy? (How am I?).** One player makes a feelings face without speaking. The other asks ¿Estás triste? ¿Estás feliz? until guessing right, and the first player answers Sí, estoy… or No. Then switch.

> **Scripture.** "Rejoice in the Lord alway: and again I say, Rejoice." (Philippians 4:4, KJV)
>
> In the Spanish Bible this verse says Gozaos en el Señor siempre: otra vez digo: Que os gocéis: rejoice in the Lord always; again I say, rejoice. Gozo is joy. Even when we are triste or cansado, we can rejoice that the Lord is with us.

UNIT 4 · CÓMO ESTOY · LESSON 4.2 OF 10 · 3 SESSIONS OF 15–20 MINUTES

4.2 Run, Jump, Climb

OBJECTIVES

- Do and say action words: corre, salta, camina, sube, baila.
- Follow and give commands: siéntate, levántate.
- Learn the promise of Isaiah 40:31.

> **Warm-up.** Stand up! Can you run in place? Jump? Climb an imaginary ladder? Today you learn the Spanish words for things you do with your whole body.

WATCH

Amiguito - Interactive Spanish dance song for children (left, down, up, right, turn around)

Calico Spanish for Kids · 1:52

https://www.youtube.com/watch?v=hr3JCkKIxyo

> **WHEN TO WATCH**
> After the story. Stand up and do every move in the song.

Note: Amiguito, an interactive Calico Spanish dance song: left, down, up, right, turn around.

BACKUP VIDEO

Párate, Siéntate (Noodle & Amigos) | Canciones Infantiles

Super Simple Español - Canciones Infantiles Y Más · 2:12

https://www.youtube.com/watch?v=v2Y6qFNoH7w

On the second or third day: Párate, Siéntate (Stand up, sit down), a Super Simple Español song.

KEY TERMS

corre / camina (KOH-rreh / kah-MEE-nah)
Run! / Walk!

salta / baila (SAHL-tah / BYE-lah)
Jump! / Dance!

sube (SOO-beh)
Climb! Go up!

siéntate / levántate
Sit down! / Stand up!

el árbol (AHR-bohl)
The tree.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

corre
KOH-rreh
verb · correr
run!

camina
kah-MEE-nah
verb · caminar
walk!

salta
SAHL-tah
verb · saltar
jump!

sube
SOO-beh
verb · subir
climb! go up!

baila
BYE-lah
verb · bailar
dance!

siéntate
SYEHN-tah-teh
verb
sit down!

levántate
leh-BAHN-tah-teh
verb
stand up!

CORE IDEAS

The story. Francisco de Goya painted many happy scenes of children playing for the royal tapestry factory. In this one, three boys want to reach the branches of a tall tree. The trunk is too high to climb alone, so they work together! One boy bends over and puts his hands on his knees. A second boy, in white, stands on his back. And the third boy, in brown, has climbed up onto the second boy and is reaching up into the branches. On the ground lies a hat someone dropped. Behind them, a round stone tower and distant blue mountains stand under a pale sky. Goya painted this as a design for a tapestry for the king's palace of El Escorial.

How Spanish sounds. When you tell a friend to do something, Spanish often uses a word ending in -a or -e: **corre** (run!), **salta** (jump!), **baila** (dance!), **sube** (climb!). **Siéntate** and **levántate** lean where the accent is: SYEHN-tah-teh, leh-BAHN-tah-teh. In **corre**, roll the rr.

Say it and move. Do each action as you say it: **¡Camina!** (walk in place), **¡Corre!** (run in place), **¡Salta!** (jump), **¡Sube!** (climb an imaginary ladder), **¡Baila!** (dance), **¡Siéntate!** (sit down), **¡Levántate!** (stand up).

PICTURE STUDY



Boys Climbing a Tree, Francisco de Goya, 1791–92 · Oil on canvas (a design for a tapestry) · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Goya painted this as the full-size design for a tapestry for a room at the palace of El Escorial. It is one of the last of his tapestry designs. He liked to show children helping one another in their games.

Look closely

- Count the boys in Spanish.
- Find the boy at the bottom. What is he doing?
- Find the boy climbing. Say sube.
- Find the hat on the ground.

Talk about it

1. Why could the boys reach the branches only by working together?
2. When has someone helped you do something hard?

ACTIVITY

Action dice

Make a big die with an action on each side, roll it, and do what it says.

You will need

- A square box (a tissue box) or a paper cube
- Paper, markers and tape

Steps

1. Cover the box with plain paper.
2. On each of the six sides, write an action and draw a stick figure doing it: corre, salta, camina, sube, baila, siéntate.
3. Roll the die.
4. Read the action aloud and do it for ten seconds, counting in Spanish.
5. Take turns with the family.

Tips

- Make a second die with numbers for how many times to do the action.
- Play outside in the yard.

Check your work

- ☐ My die has six actions in Spanish.
- ☐ I can read and do every action.

PICTURE DICTIONARY

1. Draw yourself doing three actions. Label them in Spanish.
2. Draw the three boys and write suben al árbol (they climb the tree).

> **From history.** Children in Spanish-speaking countries love fútbol (soccer) more than any other sport. You will hear ¡Corre! and ¡Gol! shouted on every playground, from Spain to Mexico to Argentina.

> **At home in Spanish.** For a Spanish-speaking child: play a longer Simón dice with two-part commands (Salta tres veces y siéntate) and have the child write three commands for a sibling to follow.

WORKED EXAMPLES

Example 1. You want your little brother to sit down. Tell him in Spanish.

▼ **Show solution**

1. Sit down is siéntate.

Answer: ¡Siéntate!

Example 2. The coach says ¡Salta! What do you do?

▼ **Show solution**

1. Salta means jump.

Answer: You jump.

PRACTICE

1. Easy What is corre?

   ▼ **Show answer**

   Run!

2. Easy What is baila?

   ▼ **Show answer**

   Dance!

3. Easy How do you say Jump! in Spanish?

   ▼ **Show answer**

   ¡Salta!

4. Medium What is the difference between siéntate and levántate?

   ▼ **Show answer**

   Siéntate is sit down; levántate is stand up.

5. Medium Give three commands to a friend in Spanish.

   ▼ **Show answer**

   Any three: corre, salta, camina, sube, baila, siéntate, levántate.

6. Hard What does Isaiah 40:31 promise to those who wait upon the Lord?

   ▼ **Show answer**

   They shall renew their strength, mount up with wings as eagles, run and not be weary, walk and not faint.

COMMON MISTAKES

- Saying corre with a single r. Roll the rr: KOH-rreh.
- Saying siéntate with the stress on the end. Lean on the first part: SYEHN-tah-teh.

> **Make it a game · Simón dice (Simon Says).** The leader gives commands in Spanish: Simón dice: ¡salta! Simón dice: ¡baila! If the leader does not say Simón dice first, don't move! Take turns being Simón.

> **Scripture.** "But they that wait upon the LORD shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint." (Isaiah 40:31, KJV)
>
> In the Spanish Bible this verse ends correrán, y no se cansarán; caminarán, y no se fatigarán: they shall run and not be weary; they shall walk and not faint. Find corre and camina hidden inside correrán and caminarán, and cansado inside cansarán!

UNIT 5

Mi Ciudad y la Navidad

In Lesson 5.1 your child names the places of a town in Spanish, la iglesia, la escuela, la tienda, el parque, el río, el puente, and asks ¿Adónde vas? (Where are you going?), using El Greco's View of Toledo. Jesus said, A city that is set on an hill cannot be hid.

In Lesson 5.2 your child learns the Christmas story words in Spanish, la Navidad, el niño Jesús, María, José, los pastores, los Reyes Magos, and the greeting ¡Feliz Navidad!, from Murillo's painting of the shepherds kneeling at the manger. The course ends with a Christmas Nativity play in Spanish.

PREREQUISITES

- Units 1–4.

MASTERY CHECKLIST

- ☐ I can name six places in a town in Spanish.
- ☐ I can ask ¿Adónde vas? and answer Voy a la iglesia.
- ☐ I can tell who came to see the baby Jesus, in Spanish words.
- ☐ I can say ¡Feliz Navidad! and Luke 2:11 in English.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Nativity figures:** A Nativity set or paper figures for the Christmas play.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

5.1	**My Town**	3 sessions of 15–20 minutes
5.2	**Christmas**	3 sessions of 15–20 minutes

Unit 5 review

Ask each question out loud. The review is worth 20 points.

1. **5 pts**
   Name in Spanish: the church, the school, the store, the river, the bridge.
2. **5 pts**
   Where are you going on Sunday? Answer in Spanish.
3. **5 pts**
   Who came to see the baby Jesus? Name them in Spanish.

4. 5 pts

How do you say Merry Christmas in Spanish?

ANSWER KEY

1. La iglesia, la escuela, la tienda, el río, el puente.
2. Voy a la iglesia.
3. Los pastores (the shepherds) and los Reyes Magos (the wise men).
4. ¡Feliz Navidad!

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: A NATIVITY PLAY IN SPANISH

Put on a short Nativity play with the family or with figures. Use Spanish names and words: María, José, el niño Jesús, los pastores, las ovejas (the sheep), el ángel, los Reyes Magos, la estrella. A parent reads Luke 2 in English, and at each part the child holds up the figure and says its Spanish name. The angel announces: ¡Os ha nacido hoy un Salvador! End by singing a Christmas carol and saying ¡Feliz Navidad!

LOOK FOR	WHAT IT MEANS
Names	At least six Nativity words said in Spanish.
Story	The child tells the story in order.
Worship	The play ends with praise to the Savior.

UNIT 5 · MI CIUDAD Y LA NAVIDAD · LESSON 5.1 OF 10 · 3 SESSIONS OF 15–20 MINUTES

5.1 My Town

OBJECTIVES

- Name places in town: la iglesia, la escuela, la tienda, el parque, el río, el puente.
- Ask ¿Adónde vas? and answer Voy a…
- Learn that Christians are the light of the world.

> **Warm-up.** What places do you go to in your town? Church, the store, the park, the library? Today you learn the names of places in town in Spanish.

WATCH

¿Adónde vas? (Where are you going?) Locations in Spanish for Kids!

Mi Camino Spanish · 4:56

https://www.youtube.com/watch?v=9nCeMH3Tytw

> **WHEN TO WATCH**
> After the story. Answer ¿Adónde vas? along with the video.

Note: A Mi Camino Spanish lesson: ¿Adónde vas? (Where are you going?), places in town.

BACKUP VIDEO

Esta Comunidad - Calico Spanish Songs for Kids

Calico Spanish for Kids · 4:33

https://www.youtube.com/watch?v=UCb3cz12q0M

On the second or third day: Esta comunidad, a Calico Spanish song about the places in a community.

KEY TERMS

la ciudad (see-oo-DAHD)
The city, the town.

la iglesia / la tienda
The church / the store.

el parque / la escuela
The park / the school.

el río / el puente
The river / the bridge.

¿Adónde vas? Voy a...
Where are you going? I am going to...

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la ciudad
lah see-oo-DAHD
noun
the city, town

la iglesia
lah ee-GLEH-syah
noun
the church

la tienda
lah TYEHN-dah
noun
the store

el parque
ehl PAHR-keh
noun
the park

el río
ehl REE-oh
noun
the river

el puente
ehl PWEHN-teh
noun
the bridge

voy a
BOY ah
phrase
I am going to

CORE IDEAS

The story. Domenikos Theotokopoulos was born on the island of Crete in Greece, more than four hundred and fifty years ago. His name was so long and hard to say that the Spanish simply called him El Greco, the Greek. He came to live in Toledo, an old city in the middle of Spain, and stayed there for the rest of his life. In this painting he shows the city on its hill under a stormy sky. Dark clouds swirl overhead, but a strange light falls on the city and makes the green hills glow. On top of the hill stand the tall towers of the great cathedral and the square castle called the Alcázar. Below, a river, el río Tajo, winds through the valley, and an old stone bridge, el puente, crosses it. Toledo is a city set on a hill: you can see it from far away.

How Spanish sounds. Iglesia is ee-GLEH-syah. **Río** has two parts, as the accent shows: REE-oh. **Puente** begins with pw: PWEHN-teh. To say where you are going, say **Voy a la** before la words (Voy a la iglesia) and **Voy al** before el words (Voy al parque).

Say it and move. Fold your hands: **la iglesia**. Push a pretend cart: **la tienda**. Swing on a pretend swing: **el parque**. Make waves with your hand: **el río**. Make an arch with your arms: **el puente**.

PICTURE STUDY



View of Toledo, El Greco, about 1599–1600 · Oil on canvas · The Metropolitan Museum of Art, New York
Image: Wikimedia Commons, public domain

This is one of the most famous landscapes ever painted. El Greco did not paint Toledo exactly as it looks: he moved the cathedral to fit the picture, and made the sky dramatic, so that we feel the city more than we see it.

Look closely

- Find the tall cathedral tower. Say la iglesia.
- Find the river. Say el río.
- Find the bridge. Say el puente.
- What colors are the sky and the hills?

Talk about it

1. How does the stormy sky make you feel?
2. Why did Jesus say his people are like a city set on a hill?

ACTIVITY

Map of my town

Draw a map of your own town, label the places in Spanish, and take a pretend trip.

You will need

- A large sheet of paper
- Crayons or markers
- A small toy or paper figure

Steps

1. Draw your house in the middle.
2. Draw the places you go: la iglesia, la escuela, la tienda, el parque. Add a river and a bridge if you have them.
3. Label each place in Spanish.
4. Draw roads between them.
5. Move the toy along the roads. Someone asks ¿Adónde vas?, and you answer Voy a la tienda.

Tips

- Put a star on your church.
- Add la biblioteca (library) and el hospital.

Check your work

☐ My map has at least five places in Spanish.

☐ I can answer ¿Adónde vas? for each place.

PICTURE DICTIONARY

1. Draw your church and write la iglesia.
2. Copy: Voy a la iglesia el domingo.

> **From history.** In almost every town in Spain and Latin America there is a central square, la plaza, with the church on one side. Families stroll there in the evening, children play, and on feast days there are processions and music.

> **At home in Spanish.** For a Spanish-speaking child: on errands this week, have the child say in Spanish where you are going and what you will do there, and write a short trip diary: Hoy fuimos a...

WORKED EXAMPLES

Example 1. It is Sunday morning. ¿Adónde vas?

▼ **Show solution**

1. Sunday we go to church: la iglesia.
2. I am going to: voy a.

Answer: Voy a la iglesia.

Example 2. You are going to the park. Say it in Spanish.

▼ **Show solution**

1. El parque is an el word.
2. a + el becomes al.

Answer: Voy al parque.

PRACTICE

1. Easy What is la tienda?

   ▼ **Show answer**

   The store.

2. Easy What is el puente?

   ▼ **Show answer**

   The bridge.

3. Easy How do you say the church in Spanish?

   ▼ **Show answer**

   La iglesia.

4. Medium Answer ¿Adónde vas? for going to school.

   ▼ **Show answer**

   Voy a la escuela.

5. Medium Why was the painter called El Greco?

   ▼ **Show answer**

   Because he was Greek, born on Crete.

6. Hard Say I am going to the store and then to the park.

   ▼ **Show answer**

   Voy a la tienda y luego al parque.

COMMON MISTAKES

- Saying voy a el parque. A and el join together: voy al parque.
- Saying rio in one beat. Río has two: REE-oh.

> **Make it a game · ¿Adónde vas?.** Put picture cards of places around the room (church, store, park, school). The parent asks ¿Adónde vas? and the child walks to a card and answers Voy a la tienda. Then the child asks the parent.

> **Scripture.** "Ye are the light of the world. A city that is set on an hill cannot be hid." (Matthew 5:14, KJV)
>
> In the Spanish Bible this verse says Vosotros sois la luz del mundo: una ciudad asentada sobre un monte no se puede esconder: you are the light of the world; a city set on a hill cannot be hid. Like Toledo on its hill, Christians should shine where everyone can see.

5.2 Christmas

OBJECTIVES

- Name the people of the Christmas story in Spanish: María, José, el niño Jesús, los pastores, el ángel, los Reyes Magos.
- Say ¡Feliz Navidad!
- Learn Luke 2:11, the good news of the Savior's birth.

> **Warm-up.** What is the best day of the year? Why do we celebrate Christmas? Who came to see the baby Jesus? Today you learn the Christmas story in Spanish.

WATCH

Los Tres Reyes Magos para Niños (Bilingual Story of the Three Wise Men for Kids) Mi Camino Spanish

Mi Camino Spanish · 4:14

https://www.youtube.com/watch?v=OI7NMeNHXX0

> **WHEN TO WATCH**
> After the story. Listen for los Reyes Magos, la estrella and el niño Jesús.

Note: A Mi Camino Spanish bilingual story of the three wise men, Los Tres Reyes Magos.

BACKUP VIDEO

Noche De Paz - Alaba Kids

ALABA KIDS · 4:26

https://www.youtube.com/watch?v=UrkO9DGjCNU

On the second or third day, and at the Nativity play: Noche de Paz (Silent Night) sung in Spanish by ALABA KIDS. Sing along on Noche de paz, noche de amor.

KEY TERMS

la Navidad (nah-bee-DAHD)
Christmas.

el niño Jesús (NEE-nyoh heh-SOOS)
The baby Jesus.

María y José

Mary and Joseph.

los pastores / las ovejas

The shepherds / the sheep.

los Reyes Magos (REH-yehs MAH-gohs)

The wise men (the three kings).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la Navidad
lah nah-bee-DAHD
noun
Christmas

el niño Jesús
ehl NEE-nyoh heh-SOOS
noun
the baby Jesus

el pastor
ehl pahs-TOHR
noun · los pastores
the shepherd

la oveja
lah oh-BEH-hah
noun
the sheep

el ángel
ehl AHN-hehl
noun
the angel

los Reyes Magos
lohs REH-yehs MAH-gohs
noun
the wise men, the three kings

la estrella
lah ehs-TREH-yah
noun
the star

el Salvador
ehl sahl-bah-DOHR
noun
the Savior

CORE IDEAS

The story. On the night Jesus was born in Bethlehem, shepherds were watching their sheep in the fields. An angel appeared to them, and said: Fear not: for, behold, I bring you good tidings of great joy. For unto you is born this day in the city of David a Saviour, which is Christ the Lord. The shepherds hurried to Bethlehem and found

Mary, Joseph and the baby lying in a manger. Murillo painted that moment. In a dark stable, Mary gently lifts the white cloth so the shepherds can see her baby. The light seems to shine from the child himself. Joseph stands behind her. An old shepherd kneels and bows low before the baby, and others crowd close, bringing gifts from the fields: a lamb with its feet tied, a basket, a jug. Up above, angels hover in the dark. Later, the wise men, los Reyes Magos, followed a star and brought gold, frankincense and myrrh.

How Spanish sounds. Navidad ends with a soft d, almost like the th in this: nah-bee-DAHD. **Jesús** begins with the breathy j: heh-SOOS. To wish someone Merry Christmas, say **¡Feliz Navidad!**, using feliz, the happy word you already know.

Say it and move. Rock a baby in your arms: **el niño Jesús**. Lean on a pretend staff: **los pastores**. Flap your wings: **el ángel**. Wear a pretend crown and carry a gift: **los Reyes Magos**. Throw your arms wide: **¡Feliz Navidad!**

PICTURE STUDY



The Adoration of the Shepherds, Bartolomé Esteban Murillo, about 1650 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Murillo painted this while he was young, using strong light and deep shadows. He gave the shepherds the faces and rough clothes of the country people of Andalusia, the region around Seville, so that people in his day would feel that they, too, were kneeling at the manger.

Look closely

- Find Mary. What is she doing?
- Find the baby Jesus. Where does the light come from?
- Find the lamb. Say la oveja.
- Find the old shepherd. How is he showing honor to Jesus?

Talk about it

1. Why do you think the shepherds brought a lamb?
2. What gift can you bring to Jesus this Christmas?

ACTIVITY

Paper Nativity

Make Nativity figures from paper and label them in Spanish for the Christmas play.

You will need

- Cardstock
- Crayons, scissors and tape
- A shoebox for the stable

Steps

1. Draw and cut out figures: María, José, el niño Jesús, two pastores, una oveja, el ángel, and three Reyes Magos.
2. Write the Spanish name on the back of each figure.
3. Fold a strip at the bottom of each so it stands up.
4. Turn the shoebox on its side to make the stable, and draw a star (la estrella) above it.
5. Set up the Nativity and name each figure in Spanish.

Tips

- Bring the Reyes Magos in slowly from across the room, one day at a time, as families do in Spain.
- Use the figures for the play at the end of the unit.

Check your work

☐ I made at least eight Nativity figures labeled in Spanish.

☐ I can tell the Christmas story with the Spanish names.

PICTURE DICTIONARY

1. Draw the stable with Mary, Joseph and the baby, and label them in Spanish.
2. Copy: ¡Feliz Navidad!

> **From history.** In Spain and Latin America, Christmas Eve is called Nochebuena, the good night, and families eat a big supper together and go to midnight Mass or church. On January 6, the day of los Reyes Magos, children wake up to find gifts left by the three kings, and families eat a ring-shaped cake called the roscón or rosca de reyes.

> **At home in Spanish.** For a Spanish-speaking child: read Lucas 2:1–20 in the Reina-Valera together and have the child retell the story in Spanish, then write a Christmas card in Spanish to a relative.

WORKED EXAMPLES

Example 1. Who came first to see the baby, after the angel told them? Answer in Spanish.

▼ **Show solution**

1. They were watching sheep in the fields.
2. Shepherds are los pastores.

Answer: Los pastores.

Example 2. Wish your grandmother Merry Christmas in Spanish.

▼ **Show solution**

1. Happy is feliz; Christmas is Navidad.

Answer: ¡Feliz Navidad, abuela!

PRACTICE

1. Easy What is la Navidad?

   ▼ **Show answer**

   Christmas.

2. Easy Who are los Reyes Magos?

   ▼ **Show answer**

   The wise men (the three kings).

3. Easy How do you say Merry Christmas in Spanish?

   ▼ **Show answer**

   ¡Feliz Navidad!

4. Medium Name the baby's mother and father in Spanish.

   ▼ **Show answer**

   María y José.

5. Medium What animal is la oveja?

   ▼ **Show answer**

   The sheep.

6. Hard Say Luke 2:11 in English.

   ▼ **Show answer**

   For unto you is born this day in the city of David a Saviour, which is Christ the Lord.

COMMON MISTAKES

- Saying Navidad with a hard English d at the end. It is soft: nah-bee-DAHD.
- Saying Jesús with an English j. It is heh-SOOS.

> **Make it a game · ¿Quién soy? (Who am I?).** One player chooses a Nativity figure secretly and acts it out: rocking a baby, holding a staff, carrying a gift, flapping wings. The others guess in Spanish: ¿Eres un pastor? ¿Eres el ángel? The player answers Sí or No.

> **Scripture.** "For unto you is born this day in the city of David a Saviour, which is Christ the Lord." (Luke 2:11, KJV)
>
> In the Spanish Bible this verse says Que os ha nacido hoy, en la ciudad de David, un Salvador, que es CRISTO el Señor: for unto you is born this day, in the city of David, a Savior, who is Christ the Lord. This is the good news of Navidad.