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Grade 3 Spanish

A first quarter of Spanish for eight- and nine-year-olds, built on real stories, from the oldest city in the United States and the bell tower that counts the hours over Seville to Goya's little boy in red and Sorolla's flower garden, with greetings and magic words, counting to ten, colors, the family at the table, animal friends, and a first song sung to God in Spanish.

First edition · 5 units · 10 lessons · one quarter

Fabricando fit faber · by making, one becomes a maker

Course guide

This short course is a third grader's first walk next door into Spanish. It does not begin with rules; it begins with hello. Each lesson is built around a real person, place or picture from the Spanish-speaking world: St. Augustine, Florida, founded by Spanish settlers in 1565 and the oldest city in the United States; the Bible names José, María, Juan and Ana; La Giralda, the great bell tower of Seville that told a whole city the hours; Goya's painting of children's games and his little Manuel Osorio in a bright red suit; the old song De colores; the painter Sorolla and the family he loved; a loaf of bread and a pile of pears painted so truly you could almost eat them; a farmyard full of animals; and a girl at prayer.

Every lesson follows the same path. First comes **the story**, read aloud by a parent. Then **how Spanish works**: not grammar, which stays tucked away until later grades, but the sounds and the little patterns a third grader can hear. Then **say it out loud**, because Spanish is learned with the mouth and the ears: chanting, singing, playing games and greeting the family. Last, **try it**: the student makes sun-and-moon greeting cards, a paper bell tower, a color book, a family tree, a Spanish placemat and paper-plate animal masks, and finishes the quarter by hosting a little family concert, El Concierto.

By the end of the quarter the student can greet anyone morning and night, use the magic words por favor and gracias, say his or her name, count to ten and tell how old he or she is, name eight colors, name the people of the family and the food on the table, say a Spanish table grace, name six animals and make their Spanish sounds, and sing De colores and Cristo me ama. Spanish is the language next door: the mother tongue of about five hundred million people, most of them in our own half of the world. This course is a cheerful first knock on that door, and the beginning of the road that leads on to our [Spanish courses](#) for grades 4 through 8.

About the videos. Every video in this course was made for young children, and most are songs: Calico Spanish for Kids (gentle, cheerful songs sung by native speakers), Rock 'N Learn (clear English-to-Spanish lessons with time to repeat), Super Simple Español (all-Spanish songs for little ones), Spanish Playground, Jack Hartmann (counting and moving songs), Canticos, Mi Camino Spanish, Homeschool Pop, and for the last lesson two children's recordings of Cristo me ama. Every video was checked for the lesson and for content. Most are only two or three minutes long, so watch them twice: once to listen, once to sing along. 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, which is what your child will hear most in North America. Some channels end with an invitation to subscribe; you can stop the video when the song ends.

Who it is for

Written for students in grade 3 (about ages 8–9), 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 videos and songs do the rest. Reading and writing demands are light: copying single words, drawing and labeling. Sessions are short, 20 to 30 minutes. Nothing needs to be bought: every activity uses paper, index cards, 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 20–30 minutes. Session 1 is the warm-up, the story, the video and the picture study. Session 2 is the activity and the Spanish notebook. Session 3 is the worked examples, the practice questions (asked out loud), the game and a little show: the student says or sings the week's Spanish 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.** Third graders learn a language the way they learned their first one: 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. Name colors in the car. Two minutes of Spanish at the table every day does more than an hour once a week.
- 3. Grammar stays invisible.** This course does not teach rules about nouns or verbs; those come in later grades. But every noun is always spoken with its little word in front of it, la madre, el perro, la mesa, so the ear learns the right sound years before the mind learns the reason. If your child asks why, the answer is simple: Spanish nouns like to bring a little friend. Say the friend every time.

4. **Story, then sounds, then doing.** The core ideas are written to be read aloud by a parent. The paragraph marked *The story* tells the true story; *How Spanish works* shows the sounds and patterns; *Say it out loud* gives the words with their pronunciation spelled out; *Try it* explains the activity. After the story, ask your child to tell it back in his or her own words.
5. **Flashcards.** Every lesson adds a handful of new Spanish words. Make a card for each one: the Spanish word on the front in big letters, and a little drawing on the back (a sun for buenos días, three dots for tres, a cow for la vaca). Pictures instead of English help the Spanish word connect straight to the thing. Keep the cards in a box or on a ring, and play with the whole deck at the start of Session 2 and Session 3. By the end of the quarter the deck holds 48 cards.
6. **The word list.** The whole course teaches 48 words, plus one song, in this order. Unit 1, greetings and magic words: hola, adiós, buenos días, buenas noches, por favor, gracias, de nada, sí, no, me llamo. Unit 2, numbers: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. Unit 3, colors: rojo, azul, amarillo, verde, blanco, negro, rosado, morado. Unit 4, the family: la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el bebé; and the table: el pan, la leche, el agua, la fruta, la sopa, los huevos, la mesa. Unit 5, animals: el perro, el gato, el pájaro, el pez, el caballo, la vaca; and the song Cristo me ama. A few phrases are also learned by ear along the way, and are not counted as cards: ¿Cómo te llamas?, Tengo ocho años, ¡Buen provecho!, the table grace Gracias, Señor, por el pan, the Spanish animal sounds, and the first verse of De colores.
7. **The Spanish notebook.** Use any notebook for the whole quarter. It holds copywork of the new words (one word per line, big and neat), drawings with Spanish labels, and the words of the two songs. Date every page. A third grader's notebook should be full of pictures; the labels are the Spanish.
8. **Write it the Spanish way.** When your child copies a word, the little marks are part of the spelling: the accent in adiós and sí, the hat on the ñ in años, and the upside-down marks at the start of an excited or asking sentence: ¡Hola! ¿Cómo te llamas? Children love the upside-down marks; let them enjoy them.
9. **Unit review and unit challenge.** Each unit ends with a short review (30 points), done out loud with the parent writing down the answers, and a unit challenge: a greeting parade, a counting hunt, a color book, a blessed and Spanish-named family table, and at last El Concierto. Keep the challenge work in a folder.
10. **El Concierto.** In the last week, the student hosts a little family concert: sings Cristo me ama and a verse of De colores, counts to ten, names the colors of things family members hold up, and teaches the family hola, gracias and buenas noches. Make programs, set out chairs, and clap loudly.

Scope and sequence

Unit 1: ¡Hola! (weeks 1–2). Spanish is the language next door: spoken by about five hundred million people, most of them in our own half of the world, and heard in St. Augustine, Florida, the oldest city in the United States, since 1565. The student learns to greet the family morning and night with hola, adiós, buenos días and buenas noches, sings the five pure vowels, learns the magic words por favor, gracias and de nada, and says his or her name the Spanish way, meeting José, María, Juan and Ana, the Bible names Spanish has carried for centuries.

- 1.1 Hello from Next Door
- 1.2 The Magic Words

Unit 2: Uno, Dos, Tres (weeks 3–4). La Giralda, the great bell tower of Seville, rings in counting from one to five, and the student counts real things all over the house; then Goya's painting of young people playing la gallina ciega, the blind hen, opens the games Spanish children have always played, counting to ten, and the happy phrase Tengo ocho años.

- 2.1 Count to Five
- 2.2 Count to Ten

Unit 3: De Colores (weeks 5–6). Goya's little Manuel Osorio, dressed all in red with his pet magpie, his cats and his cage of finches, brings the first four colors; then the old song De colores and the sunny garden the painter Sorolla planted in Madrid bring four more, and the student sings the first verse of the song about the colors God gave the fields, the birds and the rainbow.

- 3.1 Four Colors
- 3.2 Four More, and a Song

Unit 4: La Familia at the Table (weeks 7–8). The painter Joaquín Sorolla, who loved his wife and children and painted them all his life, introduces the words for the family; then Luis Meléndez's still life of bread, pears and cheese sets the table, and the student names the food in Spanish, wishes everyone ¡Buen provecho! and says a Spanish table grace: Gracias, Señor, por el pan.

- 4.1 La Familia
- 4.2 On the Table

Unit 5: Sing It! (weeks 9–10). A farmyard full of horses, hens and pigs shows how every language hears the animals a little differently (the Spanish dog says iguau, guau!); then the student learns to sing Cristo me ama, Jesus Loves Me, joining five hundred years of children who

have sung to God across the Americas, and hosts El Concierto, a family concert of everything learned this quarter.

- 5.1 Animal Friends
- 5.2 Cristo Me Ama

Weekly pacing calendar

Week	Plan
1	• Session 1: Lesson 1.1 Hello from Next Door: warm-up, story, video and picture study • Session 2: Lesson 1.1 activity (sun and moon greeting cards) and Spanish notebook • Session 3: Worked examples, practice out loud, the game, and greeting the whole family Three short sessions a week is the usual rhythm: one to learn, one to make, one to play and say it out loud. On the other days, just greet each other in Spanish morning and night.
2	• Session 1: Lesson 1.2 The Magic Words: warm-up, story, video and picture study • Session 2: Lesson 1.2 activity (Spanish name tags and magic-word tickets) and Spanish notebook • Session 3: Worked examples, practice out loud and the game • Session 3 (end of unit): Unit 1 review and unit challenge (start the three-day greeting parade)
3	• Session 1: Lesson 2.1 Count to Five: warm-up, story, video and picture study • Session 2: Lesson 2.1 activity (number cards and the paper bell tower) and Spanish notebook • Session 3: Worked examples, practice out loud and the bell game
4	• Session 1: Lesson 2.2 Count to Ten: warm-up, story, video and picture study • Session 2: Lesson 2.2 activity (number cards 6 to 10 and the birthday card) and Spanish notebook • Session 3: Worked examples, practice out loud and la gallina ciega • Session 3 (end of unit): Unit 2 review and unit challenge (the counting hunt)
5	• Session 1: Lesson 3.1 Four Colors: warm-up, story, video and picture study • Session 2: Lesson 3.1 activity (color cards and the color hunt) and Spanish notebook • Session 3: Worked examples, practice out loud and Veo, veo

6	• Session 1: Lesson 3.2 Four More, and a Song: warm-up, story, video and picture study • Session 2: Lesson 3.2 activity (the De colores song card) and Spanish notebook • Session 3: Worked examples, practice out loud, the game and singing De colores • Session 3 (end of unit): Unit 3 review and unit challenge (the color book)
7	• Session 1: Lesson 4.1 La Familia: warm-up, story, video and picture study • Session 2: Lesson 4.1 activity (the family tree) and Spanish notebook • Session 3: Worked examples, practice out loud and the family memory game
8	• Session 1: Lesson 4.2 On the Table: warm-up, story, video and picture study • Session 2: Lesson 4.2 activity (the Spanish placemat and the table grace) and Spanish notebook • Session 3: Worked examples, practice out loud and ¿Qué falta? • Session 3 (end of unit): Unit 4 review and unit challenge (set the table and bless it)
9	• Session 1: Lesson 5.1 Animal Friends: warm-up, story, video and picture study • Session 2: Lesson 5.1 activity (paper-plate animal masks) and Spanish notebook • Session 3: Worked examples, practice out loud and the animal sound game
10	• Session 1: Lesson 5.2 Cristo Me Ama: warm-up, story, video and picture study • Session 2: Lesson 5.2 activity (rehearsal and the concert program) and Spanish notebook • Session 3: Worked examples, practice out loud and the song game • Session 3 (end of unit): Unit 5 review and unit challenge (El Concierto) Last week. Host El Concierto: the student sings Cristo me ama and a verse of De colores, counts to ten, names the colors of things the family holds up, and teaches everyone hola, gracias and buenas noches.

Materials

- **Spanish notebook (any notebook):** One for the quarter: copywork of the new words, drawings with Spanish labels, and the words of De colores and Cristo me ama.
- **Index cards or paper cut into card-sized pieces, and a box, bag or binder ring to keep them:** For the flashcard deck that grows every lesson, with the Spanish word on the front and a drawing on the back.
- **Crayons, colored pencils or markers, and a pencil:** Used in nearly every lesson, and especially for the color book in Unit 3.

- **Paper plates, scissors, tape, glue, string and a stapler:** For the sun-and-moon greeting cards, the paper bell tower, the color book and the animal masks.
- **Sticky notes or masking tape:** For labeling the family table in Spanish in Unit 4.
- **A metal spoon and a pot or pan lid:** Your bell for the counting games in Unit 2.

Grading

Grades come mostly from the daily work: saying the words out loud, playing with the flashcards, singing, and keeping the notebook, because a third grader learns a language by cheerful, steady repetition. A student who says Spanish out loud every day, keeps a neat notebook and joins every game and song earns full credit.

Part	%
Recitation and flashcards (daily greetings, saying and singing the words, card games)	30
Spanish notebook (dated pages, copywork, labeled drawings, song words)	25
Practice questions (answered out loud, checked with the answer key)	15
Unit reviews	15
Unit challenges	15

Scale: A 90–100, B 80–89, C 70–79, D 60–69. Below 60: play the games and sing the songs again with help, then try once more.

- All the practice and the unit reviews are meant to be done out loud. The parent asks the question, the child answers, and the parent checks the answer key. Writing is only for the notebook.
- A word counts when the child can say it so a Spanish speaker would understand. Small accents are fine; a cheerful try with pure vowels is exactly right.
- Pronunciation is graded on courage and consistency, not perfection. The rolled r of perro and rojo comes with time; any child who says Spanish out loud every day is doing it right.

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, gracias is GRAH-syahs), every answer is in the answer key, and every lesson has a short video or song with a native speaker. Learn right alongside your child: greet each other in Spanish at breakfast, count the stairs together, sing in the car, and let your child catch your

mistakes. A parent who is cheerfully learning teaches more than any speech about why Spanish matters.

Why Spanish, and why now? Because it is the language next door: the mother tongue of about five hundred million people, most of them in our own hemisphere, and of many of your neighbors. Because an eight-year-old's ear and mouth pick up new sounds more easily than they ever will again. And because God is praised in Spanish every Sunday by more people than in almost any other language on earth: when your child sings *Cristo me ama*, he or she is singing with a great many brothers and sisters.

Grammar is kept invisible on purpose. Your child will hear and say *la madre* and *el padre*, *la mesa* and *el pan*, without any talk of rules; the rules come in Grades 4 and 5, and they will be easy, because the ear will already know them. If your child asks why some words say *el* and some say *la*, smile and say: Spanish nouns like to bring a little friend.

This course teaches Latin American pronunciation, since that is what a North American child will hear most, and mentions once that people in Spain say some sounds differently (*gracias* sounds like GRAH-thyahs there). The stories are all cheerful: a Spanish city in Florida, Bible names, a bell tower, children's games, paintings of a little boy and a happy family, a farmyard and a hymn. Every video was made for young children and all were previewed.

¡Hola!

Spanish is not a faraway language. It is the language next door: about five hundred million people grew up speaking it, and most of them live right here in our own half of the world, in Mexico, Central and South America, the islands of the Caribbean, and millions of homes in the United States. Spanish has been spoken in our country longer than English: in 1565 Spanish settlers founded St. Augustine, Florida, the oldest city in the United States, and its streets have carried Spanish names for more than four hundred and fifty years. In Lesson 1.1 you visit that old city, learn to greet your family morning and night with hola, adiós, buenos días and buenas noches, and sing the five Spanish vowels, which make one clean sound every single time.

In Lesson 1.2 you learn the magic words every good guest needs, por favor, gracias and de nada, and how to say your name: Me llamo... You will also discover that many Spanish names are Bible names. José is Joseph, María is Mary, Juan is John and Ana is Hannah: names that Spanish-speaking families have carried for hundreds of years. You will start your flashcard deck and your Spanish notebook, and at the end of the unit you will lead a three-day greeting parade through your own house.

PREREQUISITES

- Can listen to a short true story read aloud and tell it back
- Can copy a single word neatly
- No Spanish is needed, by the student or the parent; the course starts with hello

MASTERY CHECKLIST

- I can greet my family the Spanish way: buenos días in the morning, buenas noches at night, hola any time and adiós when I leave.
- I can sing the five Spanish vowels, ah, eh, ee, oh, oo, and keep each one short and clean.
- I can tell that Spanish is the language next door and that St. Augustine, Florida, the oldest city in the United States, was founded by Spanish settlers.
- I can use the magic words por favor, gracias and de nada at the right times.
- I can say my name in Spanish, Me llamo..., and ask someone else: ¿Cómo te llamas?
- I have started my flashcard deck and my Spanish notebook, with a dated page for each lesson.

OPTIONAL BOOKS AND RESOURCES

- **Salsa (Georgia Public Broadcasting)** — <https://www.gpb.org/salsa>: Free online. A puppet series made for young children learning Spanish, spoken almost entirely in Spanish and built

on fairy tales your child already knows. Watch one short episode a week just for fun; your child will be surprised how much he or she understands.

- ***First Thousand Words in Spanish*, by Heather Amery (Usborne)**: A picture-word book many libraries carry: busy, cheerful scenes with everything labeled in Spanish. Hunt for the family, the table, the animals and the colors you will learn this quarter.
- **SpanishDict** — <https://www.spanishdict.com>: Free online, for the parent. Type any Spanish word and press the speaker button to hear it said aloud by a native speaker. Use it whenever you are not sure how a word sounds.

1.1 Hello from Next Door

OBJECTIVES

- Greet people the Spanish way at the right time of day: hola, adiós, buenos días, buenas noches.
- Sing the five Spanish vowels as short, clean sounds: ah, eh, ee, oh, oo.
- Find on a map where Spanish is spoken, and explain why it is called the language next door.
- Tell the story of St. Augustine, Florida, the oldest city in the United States, founded by Spanish settlers in 1565.

Warm-up. Find a map of North and South America with your parent. Put your finger on the place where you live. Now slide it south into Mexico, then down through Central America, then all the way down South America. Almost every country your finger crossed speaks Spanish! Now say this word out loud: hola. You just spoke Spanish. Today you learn how to say hello to the language next door.

Watch: Hola a todos: A Spanish Greeting Song - Calico Spanish Songs for Kids

Calico Spanish for Kids · 1:39

<https://www.youtube.com/watch?v=tOj4hEk2CtU>

When to watch: After the story, before Say it out loud. Watch it once just to listen, then play it again and sing along with every hola.

Note: A short, gentle greeting song from Calico Spanish, sung by native speakers for children learning their very first Spanish words. Listen for hola, buenos días and adiós, and wave whenever you hear one.

Backup video: Learn Spanish Greetings | English to Spanish | Rock 'N Learn

Rock 'N Learn · 3:08

<https://www.youtube.com/watch?v=5v2S84EuNoA>

When to watch: On the second or third day, or any time you want more practice: a friendly English-to-Spanish lesson that says each greeting slowly and leaves time for you to repeat it out loud.

KEY TERMS

hola (OH-lah)

Hello. You can say it to anyone, any time of day. The h is silent, so it sounds like OH-lah.

adiós (ah-DYOHHS)

Goodbye. The little mark over the o is an accent: it tells you to lean on that part of the word, ah-DYOHHS.

buenos días (BWEH-nohs DEE-ahs)

Good morning. Say it from the time you wake up until lunch.

buenas noches (BWEH-nahs NOH-chehs)

Good evening, and also good night. Say it after dark, and when you go to bed.

the five vowels (las vocales)

The singing letters a, e, i, o, u. In Spanish each one always makes the same short, clean sound: a says ah, e says eh, i says ee, o says oh, u says oo.

CORE IDEAS

The story. More than four hundred and fifty years ago, in the summer of 1565, a Spanish captain named Pedro Menéndez de Avilés sailed his ships across the ocean to the coast of Florida. He first saw the land on the feast day of St. Augustine, a great teacher of the early church, so he named his new town San Agustín. That town is still there today. It is St. Augustine, Florida, the oldest city in the United States: older than Jamestown, older than Plymouth, older than the Pilgrims. Its people built a mighty fort, the Castillo de San Marcos, out of a stone made of tiny seashells, and you can still climb its walls and look out at the sea. Look at a map of our country and you will find Spanish names everywhere: Florida means full of flowers, Nevada means snowy, Colorado means reddish, and Los Angeles means the angels. Spanish is not a faraway language. About five hundred million people grew up speaking it, and most of them live in our own half of the world: in Mexico, in Central and South America, on the islands of the Caribbean, and in millions of homes in the United States. Spanish is the language next door, and today you knock on the door and say hello.

How Spanish works: five singing vowels. Spanish has five vowels, a, e, i, o, u, and they are the easiest friends you will ever make, because each one makes only one sound, every single time. A says ah, like when the doctor looks at your throat. E says eh, like the e in egg. I says ee, like in see. O says oh, short and round. U says oo, like in moon. In English, vowels like to wiggle and change, but Spanish vowels stand still: say each one short and clean, like a little drumbeat. Sing them with your parent: ah, eh, ee, oh, oo! And here is one more secret: in Spanish the letter h is always quiet. So hola is OH-lah, as if the h were not there at all.

Greetings matter. In Spanish-speaking homes, greeting people is very important. When children come into a room or arrive at a grandmother's house, they are taught to greet every grown-up, one by one, often with a hug or a kiss on the cheek, and to say goodbye to each one when they leave. A child who walks past without a greeting seems rude. So Spanish has greetings for every part of the day. Buenos días means good morning, from waking up until lunchtime. Buenas noches means good evening and good night, after it gets dark. Hola means hello and works any time at all, and adiós means goodbye. (The afternoon has its own greeting too, which you will learn in a later year.)

Say it out loud. Say each word after your parent, nice and slow, then fast. *Hola* (OH-lah): hello. *Adiós* (ah-DYOHHS): goodbye. *Buenos días* (BWEH-nohs DEE-ahs): good morning. *Buenas noches* (BWEH-nahs NOH-chehs): good evening, good night. When Spanish writes an excited hello, it puts a little upside-down mark at the beginning and a right-side-up mark at the end, like two bookends: ¡Hola! Now try a whole morning: walk into the kitchen and say ¡Buenos días! Then walk out and say ¡Adiós! Then pretend it is bedtime: ¡Buenas noches!

Try it. This week you will make two greeting cards: a sun for buenos días and a moon for buenas noches. You will hang them on your bedroom door, flip them morning and night, and use them to greet every person in your house in Spanish.

PICTURE STUDY



El quitasol (The Parasol), Francisco de Goya, 1777 · Oil on canvas, painted as a design for a tapestry · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

When Francisco de Goya was a young painter, the king of Spain's tapestry workshop hired him to paint big, cheerful pictures of everyday life. Weavers copied his paintings thread by thread into wool tapestries to hang on the walls of a royal palace. This is one of them. A young woman sits on a sunny hillside with her little dog curled up in her lap, and a young man holds a green parasol over her to keep the hot Spanish sun off her face. In Spanish a parasol is called a quitasol, which means take-away-the-sun. The young woman is looking straight at you and smiling, as if she has just said ¡Hola!

Look closely.

- Find the green parasol. Who is holding it, and what is it keeping away from the young woman?
- Find the little dog. Where is it curled up? Does it look awake or sleepy?
- Look at the young woman's eyes. She is looking right out of the picture at you. If she could talk, what Spanish greeting would she say?
- Look at the sky, the wall on the left and the tree branch on the right. Does this look like a hot day or a cold day? How can you tell?

Talk about it.

1. Goya painted this for a palace wall, so the royal family would see it every day. Why do you think they wanted a happy picture of ordinary people?
2. If you walked into this picture, what would you say to the young woman, and what would you say when you left?
3. The quitasol takes away the sun. If you could invent a Spanish-sounding name for an umbrella that takes away rain, what would it be?

ACTIVITY**Sun and moon greeting cards**

Today you make two greeting cards for your bedroom door: a bright sun that says Buenos días and a silver moon that says Buenas noches. Flip them every morning and every night, and greet everyone you meet the Spanish way.

You will need:

- 2 paper plates (or two circles of stiff paper)
- Crayons or markers, and a pencil
- String or yarn and tape
- 4 index cards for your first flashcards

Steps:

1. Color one plate yellow and orange, with sun rays all around. In big letters across the middle, write ¡Buenos días! Remember the upside-down mark at the beginning.
2. Color the other plate dark blue or black, with a white moon and stars. Write ¡Buenas noches! across it.

3. Tape the two plates back to back with a loop of string at the top, and hang them on your bedroom doorknob. In the morning the sun faces out; at night, the moon.
4. Make your first four flashcards: hola, adiós, buenos días, buenas noches. Write the Spanish big on the front. On the back, draw a picture: a waving hand for hola, a hand waving goodbye and a door for adiós, a sun for buenos días, a moon for buenas noches.
5. Sing the vowels with your parent three times: ah, eh, ee, oh, oo. Then read your four cards out loud, keeping every vowel short and clean.
6. Greeting walk: go through the house and greet every person (and pet!) in Spanish. Say hola when you arrive and adiós when you leave.

Tips:

- The h in hola is quiet. If you hear yourself saying HO-la with a puff of air, try again: OH-lah.
- Días has an accent mark on the i. Copy it carefully; it is part of the spelling.
- Big and cheerful beats small and mumbled. Say your greetings like you mean them.

Check your work:

- My sun and moon cards hang on my door, with ¡Buenos días! and ¡Buenas noches! spelled correctly.
- I made four flashcards with pictures on the back.
- I can sing the five vowels short and clean.
- I greeted everyone in my house in Spanish.

SPANISH NOTEBOOK

1. Start your Spanish notebook: write your name, the date and the title Mi cuaderno de español (my Spanish notebook).
2. Copy the four new words, one on each line, in your best letters: hola, adiós, buenos días, buenas noches.
3. Draw the five vowels as five big balloons and write each one's sound inside: a ah, e eh, i ee, o oh, u oo.
4. Draw a picture of the old fort at St. Augustine, the Castillo de San Marcos, and label it San Agustín, 1565.

WORKED EXAMPLES

Example 1. It is breakfast time and Grandpa walks into the kitchen. What do you say?

1. Think: what time of day is it? Morning.

2. The morning greeting is buenos días.
3. Say it with a big smile, and use the excited marks if you write it.

Answer: ¡Buenos días! (BWEH-nohs DEE-ahs). You could also say ¡Hola! first: ¡Hola! ¡Buenos días!

Example 2. How do you say hola the Spanish way?

1. Remember the secret: Spanish h is always quiet.
2. Say the vowels clean: o says oh, a says ah.
3. Put them together and lean on the first part: OH-lah.

Answer: OH-lah. The h makes no sound at all.

Example 3. It is bedtime. Your mother turns out the light. What do you say?

1. Think: what time is it? Night, bedtime.
2. The night greeting is buenas noches. It means good evening and also good night.
3. Say it softly and sweetly.

Answer: Buenas noches (BWEH-nahs NOH-chehs).

PRACTICE

[EASY] **1.** What does hola mean?

Answer: Hello.

[EASY] **2.** What does adiós mean?

Answer: Goodbye.

[EASY] **3.** Sing the five Spanish vowels with their sounds.

Answer: A ah, E eh, I ee, O oh, U oo. Each one short and clean.

[MEDIUM] **4.** You wake up and see your sister. Which greeting do you use: buenos días or buenas noches?

Answer: Buenos días, because it is morning.

[MEDIUM] **5.** What is the oldest city in the United States, and who founded it?

Answer: St. Augustine, Florida (San Agustín), founded by Spanish settlers led by Pedro Menéndez de Avilés in 1565.

[MEDIUM] **6.** Which letter is always quiet in Spanish? Say a word that shows it.

Answer: The h. Hola is said OH-lah.

[HARD] **7.** Act it out: walk into the room and greet your parent in the morning, then pretend to leave, then pretend it is bedtime. Say the right Spanish words each time.

Answer: ¡Hola! ¡Buenos días! ... ¡Adiós! ... ¡Buenas noches!

[CHALLENGE] **8.** Florida, Nevada, Colorado and Los Angeles are Spanish names. Can you tell what any of them mean? Why do you think so many places in our country have Spanish names?

Answer: Florida means full of flowers, Nevada means snowy, Colorado means reddish, Los Angeles means the angels. Spanish explorers and settlers were here very early, starting with St. Augustine in 1565, and they named many places in their own language.

COMMON MISTAKES

- Saying the h in hola. Spanish h is always quiet: OH-lah, not HO-lah.
- Mixing up the times of day. Buenos días is for the morning; buenas noches is for after dark and bedtime.
- Letting the vowels wiggle: saying adiós like ah-dee-OH-oos. Keep every vowel short and clean: ah-DYOHHS.
- Forgetting the marks when copying. The accent in adiós and días, and the upside-down i at the start of ¡Hola!, are part of the spelling.

From history. Our country is sprinkled with Spanish names, left by the explorers, missionaries and settlers who came first. Florida (full of flowers) was named by the explorer Juan Ponce de León in 1513, around Easter time. Nevada means snowy, Colorado means reddish, after the red river, and Montana comes from montaña, mountain. Texas has a city named Amarillo, which means yellow, and California has San Francisco, Los Angeles and Sacramento. Every time you say one of those names, you are speaking a little Spanish.

Make it a game: Sol y Luna (Sun and Moon). The parent holds up the sun card or the moon card, or waves hello or goodbye, and the child says the right greeting as fast as possible: ¡Buenos días! for the sun, ¡Buenas noches! for the moon, ¡Hola! for a hello wave, ¡Adiós! for a goodbye wave. Go faster and faster. Then switch: the child holds up the cards and the parent answers. End with the old Spanish children's vowel rhyme, said as fast as you can: A, E, I, O, U, ¡el burro sabe más que tú! (A, E, I, O, U, the donkey knows more than you!)

“O praise the LORD, all ye nations: praise him, all ye people.” (Psalm 117:1, KJV)

In the Spanish Bible this verse begins Alabad a Jehová, naciones todas: praise the Lord, all nations. God made all the nations and loves them all, and He is praised in every language, including the one spoken next door. This quarter you will learn to praise Him in Spanish too.

1.2 The Magic Words

OBJECTIVES

- Use the magic words por favor (please), gracias (thank you) and de nada (you're welcome) at the right times.
- Answer questions with sí and no.
- Say your name in Spanish, Me llamo..., and ask someone else's: ¿Cómo te llamas?
- Tell how Bible names like José, María, Juan and Ana have been carried in Spanish for hundreds of years.

Warm-up. Play your four flashcards from last week, and greet your parent the right way for the time of day. Now think about the words your parents taught you to say when you were very small, the ones that open doors and make people smile: please and thank you. Every language has its magic words. Today you learn the Spanish ones, and how to tell someone your name.

Watch: How to Say Thank You in Spanish | Kids Learn Spanish | Habla Pamela
Spanish Playground · 2:21

<https://www.youtube.com/watch?v=REZF6TeQtno>

When to watch: After the How Spanish works paragraphs, before Say it out loud. Say gracias every time Pamela does.

Note: Pamela is a native Spanish speaker who teaches young children. This short video covers the first half of the lesson, the thank-you words; the backup song covers the second half, your name, so plan to watch both.

Backup video: ¿Cómo Te Llamas? (Noodle & Amigos) | Canciones Infantiles
Super Simple Español - Canciones Infantiles Y Más · 1:36

<https://www.youtube.com/watch?v=QhnoUhu6MZ4>

When to watch: Watch this one too, right after the Say it out loud paragraph: an all-Spanish song that asks ¿Cómo te llamas? and answers Me llamo... Sing along and put your own name in the answer.

KEY TERMS

por favor (por fah-BOR)

Please. Spanish v is soft, almost like a b, so favor sounds like fah-BOR.

gracias (GRAH-syahs)

Thank you. A cousin of our English word grace.

de nada (deh NAH-dah)

You're welcome. It means it was nothing.

sí (SEE) and no (NOH)

Yes and no. Sí wears an accent mark; no is the same as in English, but short and clean: NOH.

me llamo (meh YAH-moh)

My name is... (it really means I call myself). Spanish ll sounds like y. To ask someone's name, say ¿Cómo te llamas? (KOH-moh teh YAH-mahs).

CORE IDEAS

The story. Long before there was a country called Spain, there were Joseph and Mary, John and Hannah, people whose stories are told in the Bible. Their names traveled a long, long way. They began in Hebrew, the language of the Old Testament. They were written in Greek in the New Testament, then in Latin, and then, as Latin slowly turned into Spanish, they became Spanish names. Joseph became **José** (ho-SEH). Mary, whose Hebrew name was Miriam, became **María** (mah-REE-ah). John became **Juan** (HWAHN). Hannah, the mother of Samuel, became **Ana** (AH-nah). Spanish-speaking families have given these names to their children for hundreds and hundreds of years, and you will still meet a José, a María, a Juan and an Ana in almost any town where Spanish is spoken. Peter is Pedro, Paul is Pablo, Matthew is Mateo, Luke is Lucas, Elizabeth is Isabel, Michael is Miguel, and Daniel and David stay just the same. Every time a Spanish-speaking mother calls her little María in for supper, she is speaking a name that came all the way from the Bible.

How Spanish works: names and the magic words. In Spanish you do not exactly say my name is. You say **me llamo**, which means I call myself. The double l in llamo sounds like a y: meh YAH-moh. So a boy named John says Me llamo Juan, and a girl named Hannah says Me llamo Ana. If your name has no Spanish twin, that is fine: you just keep your own name, Me llamo Emma, Me llamo Caleb. To ask someone his name, say **¿Cómo te llamas?**, which means what do you call yourself? Notice the upside-down question mark at the beginning; Spanish warns you a question is coming. Then come the magic words. **Por favor** means please. **Gracias** means thank you, and it is a cousin of our word grace, a gift you did not earn. When someone thanks you, you answer **de nada**, it was nothing: you're welcome.

Sí and no, and a sound from Spain. Two tiny words do a lot of work: **sí** means yes, and **no** means no. Sí wears an accent mark on top; always give it one. No is spelled just like ours, but say it short and clean, NOH, not no-oo. One more thing you might hear: in Mexico and most of the Americas, gracias is said GRAH-syahs, with an s sound. In much of Spain, people say it GRAH-thyahs, with a th sound like in think. Both are right! This course uses the s sound of the Americas, which you will hear most often.

Say it out loud. *Por favor* (por fah-BOR): please. *Gracias* (GRAH-syahs): thank you. *De nada* (deh NAH-dah): you're welcome. *Sí* (SEE): yes. *No* (NOH): no. *Me llamo* (meh YAH-moh): my name is. *¿Cómo te llamas?* (KOH-moh teh YAH-mahs): what is your name? Now try a little conversation with your parent. Parent: ¡Hola! ¿Cómo te llamas? You: Me llamo... and your name. Then ask for a cracker: Una galleta, por favor (a cookie or cracker, please). When you get it: ¡Gracias! Parent: De nada.

Try it. This week you will make a Spanish name tag that says Me llamo and your name, find the Spanish twins of your family's names if they have one, and make a stack of magic-word tickets to give out every time someone in your house says por favor or gracias in Spanish.

PICTURE STUDY



The Holy Family with a Little Bird, Bartolomé Esteban Murillo, c. 1650 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Bartolomé Esteban Murillo lived in Seville, in the south of Spain, and he loved to paint children. Here he painted the Holy Family as if they lived in an ordinary Spanish home: José, María and the boy Jesús. Joseph, a carpenter, has stopped his work to hold the little boy on his knee; his workbench is behind him. Mary has been winding thread, and she pauses with a ball of it in her hand to watch. And the child Jesus is holding a little bird up high, out of reach of a small white dog who is sitting up and begging. In Spain this painting is called *La Sagrada Familia del pajarito*, The Holy Family of the little bird.

Look closely.

- Find the three people: José, María and Jesús. Say their names the Spanish way: ho-SEH, mah-REE-ah, heh-SOOS.
- Find the little bird. Who is holding it, and who wants it very much?
- Find what Mary was doing before she stopped to watch: look at the wooden frame with thread on it and the ball in her hand. Then find Joseph's carpenter's bench on the right.
- Look at Joseph's face and Mary's face. How do they feel about the little boy and the dog?

Talk about it.

1. Murillo painted Jesus' family in a plain Spanish house with a dog and a basket of laundry. Why do you think he wanted it to look like a real home?
2. What would the child Jesus say to the dog if He spoke Spanish? What would the dog say if it could say por favor?
3. Which person in this painting has a name you have heard in your own family or church?

ACTIVITY

Name tags and magic-word tickets

Today you make a Spanish name tag to wear all week, find the Spanish twins of your family's names, and make magic-word tickets so the whole house can play along.

You will need:

- A sheet of paper or a large index card, a safety pin or tape
- Paper cut into 15 small tickets
- Crayons or markers
- 6 index cards for new flashcards

Steps:

1. Make your name tag: write Me llamo in big letters at the top, and your name underneath. Decorate it and pin or tape it on.
2. Name twins: with your parent, make a list of your family's names and look for Spanish twins. John is Juan, Joseph is José, Mary is María, Hannah or Anna is Ana, Peter is Pedro, Paul is Pablo, Elizabeth is Isabel, Michael is Miguel. If a name has no twin, it stays the same.
3. Make six flashcards: por favor, gracias, de nada, sí, no, me llamo. Draw a picture on the back of each: hands folded for por favor, a gift for gracias, a smile for de nada, a nodding head for

sí, a shaking head for no, and your own face for me llamo.

4. Make magic-word tickets: on each small paper write ¡Gracias! or ¡Por favor! and decorate it with a star.
5. All week, give a ticket to anyone in your house who says por favor or gracias in Spanish, and answer every gracias with de nada.
6. Ask three people ¿Cómo te llamas? and wait for them to answer Me llamo...

Tips:

- Llamó starts with a y sound: YAH-moh, not LAH-moh.
- Gracias has two parts: GRAH-syahs. Do not add an extra sound in the middle.
- If someone forgets to answer de nada, whisper it to them. Teaching is the best way to learn.

Check your work:

- I wore my Me llamo name tag and can say Me llamo and my name.
- I found the Spanish twins of at least two family names (or learned that they stay the same).
- I made six new flashcards with pictures.
- I asked three people ¿Cómo te llamas? and used por favor, gracias and de nada all week.

SPANISH NOTEBOOK

1. Copy the six new words, one on each line: por favor, gracias, de nada, sí, no, me llamo.
2. Write Me llamo and your name in your best letters, and draw a picture of yourself.
3. Draw the Holy Family from Murillo's painting, or just the little bird and the dog, and label the people José, María, Jesús.
4. Make a list of name twins: three English names and their Spanish twins (John, Juan; Mary, María; Joseph, José).

WORKED EXAMPLES

Example 1. A new friend at the park says: ¡Hola! ¿Cómo te llamas? How do you answer if your name is John?

1. ¿Cómo te llamas? means what is your name?
2. Answer with me llamo, my name is.
3. You may use your own name, or its Spanish twin, Juan.

Answer: ¡Hola! Me llamo John. (Or: Me llamo Juan.)

Example 2. Your mother hands you a cup of water. What do you say, and what does she answer?

1. Someone gave you something: say thank you, gracias.
2. The answer to gracias is de nada, you're welcome.

Answer: You: ¡Gracias! Your mother: De nada.

Example 3. You want an apple. How do you ask nicely in Spanish?

1. Say what you want (you can say apple in English for now).
2. Add the magic word: por favor.
3. Remember the soft v: por fah-BOR.

Answer: An apple, por favor. (When you know more Spanish: Una manzana, por favor.)

PRACTICE

[EASY] **1.** What does gracias mean?

Answer: Thank you.

[EASY] **2.** How do you say please in Spanish?

Answer: Por favor.

[EASY] **3.** What do sí and no mean?

Answer: Sí means yes; no means no.

[MEDIUM] **4.** Someone says ¡Gracias! to you. What do you answer?

Answer: De nada (you're welcome).

[MEDIUM] **5.** Say your name in Spanish.

Answer: Me llamo... and the student's own name. Check that llamo sounds like YAH-moh.

[MEDIUM] **6.** What are the Spanish names for Joseph, Mary and John?

Answer: José, María and Juan.

[HARD] 7. Ask your parent his or her name in Spanish, and listen for the answer.

Answer: ¿Cómo te llamas? The parent answers: Me llamo...

[CHALLENGE] 8. Act out a little visit: greet your parent, ask for a glass of water with please, say thank you, and say goodbye. Your parent answers in Spanish too.

Answer: Example: ¡Hola! ... Water, por favor. ... ¡Gracias! (Parent: De nada.) ... ¡Adiós! Any order that uses the right words at the right moments is correct.

COMMON MISTAKES

- Saying the ll in llamo like an l. Spanish ll sounds like y: meh YAH-moh.
- Answering gracias with gracias. The answer to thank you is de nada, you're welcome.
- Leaving the accent off sí. Yes is always sí, with its little mark.
- Saying me llamo es... like my name is. Me llamo already means my name is: Me llamo Ana.

From history. Many people in Spanish-speaking countries have two last names: the father's family name first, then the mother's. A girl named María whose father is a García and whose mother is a López might be called María García López. That way, both families are remembered in every child's name.

Make it a game: Por Favor Says. Play it like Simon Says. The parent gives commands in English, but you may only obey when the command ends with por favor: Touch your nose, por favor! Jump three times, por favor! If the parent leaves off por favor and you move, you are caught. Every time you obey correctly, say ¡Gracias!, and the parent must answer De nada. Play until someone is caught three times, then switch: you give the commands and the parent obeys.

“To him the porter openeth; and the sheep hear his voice: and he calleth his own sheep by name, and leadeth them out.” (John 10:3, KJV)

In the Spanish Bible the Good Shepherd a sus ovejas llama por nombre: he calls his sheep by name. Llama is the same word you use in me llamo and ¿Cómo te llamas? Jesus knows every one of His sheep by name, in every language, and He knows yours.

Unit 1 review

Ask each question out loud; the student answers out loud. The review is worth 30 points. A parent writes down the answers.

1. (5 pts) Say the Spanish greeting for each: hello, goodbye, good morning, good night.

Answer: Hola, adiós, buenos días, buenas noches.

2. (5 pts) Sing the five Spanish vowels with their sounds, and say hola the Spanish way.

Answer: A ah, E eh, I ee, O oh, U oo. Hola is OH-lah: the h is quiet.

3. (5 pts) Why do we call Spanish the language next door? Tell about St. Augustine, Florida.

Answer: About five hundred million people speak Spanish, most of them in our own half of the world: Mexico, Central and South America, the Caribbean and the United States. St. Augustine, Florida, founded by Spanish settlers in 1565, is the oldest city in the United States.

4. (5 pts) What are the three magic words in Spanish, and what does each one mean?

Answer: Por favor (please), gracias (thank you), de nada (you're welcome).

5. (5 pts) The parent asks: ¿Cómo te llamas? Answer in Spanish. Then say yes and no in Spanish.

Answer: Me llamo... and the student's name. Sí, no.

6. (5 pts) Give the Spanish names of Joseph, Mary, John and Hannah. Where did these names come from?

Answer: José, María, Juan, Ana. They are Bible names, carried from Hebrew and Greek through Latin into Spanish, and Spanish-speaking families have used them for hundreds of years.

Unit challenge: The greeting parade

For three whole days, you are the official greeter of your house. Make a chart on a big sheet of paper with a row for every person in your family (pets too, if you like) and two columns for each

day: a sun for morning and a moon for night. Every morning, greet each person with ¡Buenos días! and their name; every night, wish each one ¡Buenas noches! Each time you remember, that person signs or stamps a check in the right box. Use hola and adiós all day long, and answer every gracias with de nada. On the third evening, gather the family and teach them the magic words: say por favor, gracias and de nada, tell what each one means, and have everyone say them back to you. Hang your finished chart on the refrigerator.

Look for	What it means
The chart	A neat chart with every family member's name, a sun and moon column for each of three days, and ¡Buenos días! and ¡Buenas noches! spelled correctly at the top.
Faithful greetings	The student greeted every family member morning and night for three days; most boxes are checked.
Pronunciation	Greetings were said clearly with clean vowels and a quiet h: BWEH-nohs DEE-ahs, BWEH-nahs NOH-chehs, OH-lah.
Teaching the family	The student taught por favor, gracias and de nada, explained what each means, and had the family repeat them.

Uno, Dos, Tres

Long before most people had clocks, the bells told everyone what time it was. In Lesson 2.1 you climb, in your imagination, the great bell tower of Seville, La Giralda, more than eight hundred years old, where bells rang out the hours over the whole city: one, two, three, four, five. You will learn to count to five in Spanish, uno, dos, tres, cuatro, cinco, and count real things all over your house: spoons, shoes, stairs and noses.

In Lesson 2.2 you meet the games Spanish children have always played, and a painting of young people playing one of them: la gallina ciega, the blind hen, the game we call blind man's buff. You will count all the way to ten, seis, siete, ocho, nueve, diez, learn to tell how old you are the Spanish way, Tengo ocho años, and play la gallina ciega in your own living room. At the end of the unit you go on a counting hunt through the whole house and count ten different sets of things out loud for the family.

PREREQUISITES

- Unit 1: greetings, the magic words, and Me llamo
- Can count to ten in English and match a number to a group of things
- The flashcard deck so far: 10 cards, played at the start of every session

MASTERY CHECKLIST

- I can count from one to ten in Spanish, forward, without help.
- I can count real things in Spanish, touching each one as I say its number.
- I can say a number in Spanish when I see it written, and hold up the right number of fingers when I hear it.
- I can tell how old I am in Spanish: Tengo ocho años (or nueve).
- I can tell about La Giralda, the bell tower of Seville, and about la gallina ciega, the blind hen game.
- I made number cards from uno to diez and played the counting games with my family.

OPTIONAL BOOKS AND RESOURCES

- ***Diez deditos and Other Play Rhymes and Action Songs from Latin America*, by José-Luis Orozco:** A cheerful collection of finger plays and counting rhymes that Latin American children have played for generations, with simple music and English translations. Look for it at your library; the title rhyme counts ten little fingers.
- **Rock 'N Learn on YouTube** — <https://www.youtube.com/@rocknlearn>: Free online. The channel behind this unit's first video has many short English-to-Spanish lessons for children, with

numbers, colors and more. Watch one more counting video on a rainy day.

2.1 Count to Five

OBJECTIVES

- Count from one to five in Spanish: uno, dos, tres, cuatro, cinco.
- Count real things out loud in Spanish, touching each one.
- Hear a number and show it with fingers; see a number and say it in Spanish.
- Tell the story of La Giralda, the great bell tower of Seville that told a whole city the hours.

Warm-up. Play your ten flashcards from Unit 1, and greet your parent the right way for the time of day. Now be very quiet and listen. Your parent will tap a spoon on a pot lid a few times. How many taps did you hear? Long ago, in the cities of Spain, people listened just like that to the great bells, counting the strokes to know what time it was. Today you learn to count the Spanish way.

Watch: Learn Spanish | Count to 5 | English to Spanish | Rock 'N Learn

Rock 'N Learn · 1:26

https://www.youtube.com/watch?v=_HG5l1oBbGs

When to watch: After the How Spanish works paragraph, before Say it out loud. It is short, so watch it twice and count along on your fingers the second time.

Note: A short, clear Rock 'N Learn lesson that counts from one to five, exactly this lesson's numbers, and gives you time to repeat each one.

Backup video: Count to 10 in English and Spanish | Rock 'N Learn

Rock 'N Learn · 3:06

<https://www.youtube.com/watch?v=aa34knICGgo>

When to watch: At the end of the week, if you are ready for a peek ahead: this one goes on past five all the way to ten, the numbers you will learn next week.

KEY TERMS

uno, dos, tres (OO-noh, DOHS, TREHS)

One, two, three. The r in tres is a quick tap of the tongue.

cuatro, cinco (KWAH-troh, SEEN-koh)

Four, five. The c in cuatro sounds like k; the first c in cinco sounds like s.

La Giralda (lah hee-RAHL-dah)

The great bell tower of the cathedral of Seville, in the south of Spain, more than eight hundred years old. Its name comes from girar, to turn, because of the turning statue on its top.

bell tower (campanario)

A tall tower that holds bells. Before clocks and watches were common, bells told a whole town when to wake, when to work, when to pray and when to rest.

CORE IDEAS

The story. In the city of Seville, in the south of Spain, there stands a tower so tall that you can see it from almost anywhere in town. It is called La Giralda. Its tall lower part was built more than eight hundred years ago, when Seville was ruled by the Moors, Muslims who had come from North Africa, as the tower of their great mosque. Later, when the city became Christian again, the people built one of the biggest cathedrals in the world on that spot, but they kept the beautiful old tower. In 1568 a builder named Hernán Ruiz crowned it with a belfry full of bells and, at the very top, a bronze statue that turns in the wind like a weathervane. Spanish for to turn is girar, and so the tower came to be called La Giralda, the turning one. Inside there are no stairs: instead, more than thirty ramps wind round and round up the tower, wide enough for a guard to ride all the way up on horseback. For hundreds of years, before most people had clocks or watches, the bells of La Giralda told the whole city what time it was. They rang to wake people up, to call them to church, to say the day's work was done. The people of Seville would stop and listen and count the strokes: one, two, three, four, five. Today you learn to count them in Spanish.

How Spanish works: five clean numbers. Here are the first five Spanish numbers: **uno** (one), **dos** (two), **tres** (three), **cuatro** (four), **cinco** (five). Remember your five singing vowels from Unit 1, because every number uses them: uno is OO-noh, with a clean oo and a clean oh. Two letters in these numbers need a little care. The r in tres and cuatro is a quick tap of the tongue, almost like the dd in ladder said fast: TREHS. And the letter c has two sounds: in cuatro it sounds like k, KWAH-troh, but in cinco the first c sounds like s, SEEN-koh. Say them slowly, then say them fast, like a ball bouncing: uno-dos-tres-cuatro-cinco!

Counting real things. Numbers are not just for saying; they are for counting real things. When you count in Spanish, touch each thing as you say its number, so your finger and your mouth march together: one spoon, uno; two spoons, dos; three spoons, tres. You can count anything: the people at the table, the buttons on your shirt, the stairs on the way to bed, the bells on a tower. Spanish-speaking children count like this every day, at home and in games, and soon your mouth will say uno, dos, tres without even thinking.

Say it out loud. Hold up one finger at a time and say each number after your parent: *uno* (OO-noh), *dos* (DOHS), *tres* (TREHS), *cuatro* (KWAH-troh), *cinco* (SEEN-koh). Now say them like the bells of La Giralda: tap a spoon on a pot lid once and say uno; twice and say dos; all the way to cinco. Then count backward like a rocket: cinco, cuatro, tres, dos, uno... ¡despegue! (lift-off!)

Try it. This week you will make five number cards and a paper bell tower with five bells, then go around the house counting real things in Spanish: forks, shoes, windows and noses.

PICTURE STUDY



La Giralda, the bell tower of Seville, Moorish builders (1184–1198) and Hernán Ruiz the Younger (belfry, 1568); photograph by Jebulon, 1184–1198, with the belfry added in 1568 · Brick and stone (photograph) · Seville Cathedral, Seville, Spain

Image: Wikimedia Commons, CCo (public domain)

This photograph was taken from the Courtyard of the Orange Trees, a peaceful garden beside the cathedral of Seville; you can see the tops of the orange trees at the bottom of the picture. Above them rises La Giralda, about as tall as a thirty-story building. The lower part, with its lacy brick patterns and little balconies, is more than eight hundred years old. The top part, with the bells in their arches, was added in 1568. And on the very tip stands the statue that turns in the wind and gave the tower its name.

Look closely.

- Find the bells hanging in the arches near the top. Count how many you can see, in Spanish: uno, dos, tres...

- Find the statue on the very top. It turns with the wind like a weathervane. Can you see what it is holding?
- Look at the brick lower down: it is covered with a pattern like lace or a net. Find the little balconies with white railings, one above another.
- Just above the bells, find the Latin words carved in the stone: NOMEN DNI, the name of the Lord. They come from Proverbs 18:10: The name of the LORD is a strong tower.

Talk about it.

1. Before clocks and watches, how did the bells help the people of Seville know what to do?
2. Why do you think the builders kept the old tower and put bells on top, instead of knocking it down?
3. The words on the tower say the name of the Lord is a strong tower. What does it mean to run to God like running into a strong tower?

ACTIVITY

Number cards and a paper bell tower

Today you make five number cards and a tall paper bell tower with five bells, and then you become the bell-ringer of your house, counting everything in sight.

You will need:

- 5 index cards for flashcards
- An empty cereal box or a long strip of cardboard, and paper to cover it
- Crayons or markers, scissors and tape
- A metal spoon and a pot lid (your bell)

Steps:

1. Make five flashcards: uno, dos, tres, cuatro, cinco. Write the Spanish word big on the front. On the back, write the numeral (1, 2, 3, 4, 5) and draw that many dots or bells.
2. Build your tower: cover the cereal box with paper and color it rosy brick, like La Giralda. Draw lacy patterns and little windows.
3. Near the top of your tower, draw five arches in a row, and draw a bell in each. Under each bell, write its number in Spanish: uno, dos, tres, cuatro, cinco.
4. Make a little statue for the top from a folded scrap of paper, and tape it on.
5. Ring the bells: point to each bell on your tower and say its number, then tap your spoon on the pot lid that many times.

6. Counting walk: go through the house and count five different things in Spanish, touching each one: chairs, shoes, pillows, windows, spoons.

Tips:

- Cinco begins with an s sound: SEEN-koh, not KINK-oh.
- Keep the vowels clean: dos is DOHS, short, not DOH-oos.
- Touch each thing as you count it. Finger and mouth march together.

Check your work:

- I made five number cards with numerals and dots on the back.
- My paper bell tower has five bells, each labeled in Spanish.
- I can count from uno to cinco and back down again without help.
- I counted five different things around the house in Spanish.

SPANISH NOTEBOOK

1. Copy the five numbers, one on each line, with the numeral beside each: 1 uno, 2 dos, 3 tres, 4 cuatro, 5 cinco.
2. Draw La Giralda with its bells near the top, and label it La Giralda, Sevilla.
3. Draw five groups of things you counted in your house (one clock, two shoes, three cups...) and write the Spanish number under each.
4. Copy this sentence from the Spanish Bible and draw a calendar beside it: Enseñanos a contar nuestros días (teach us to number our days).

WORKED EXAMPLES

Example 1. Count the people at your dinner table in Spanish. There are four.

1. Touch or point to each person, one at a time.
2. Say the numbers in order as you point: uno, dos, tres, cuatro.
3. The last number you say is how many there are.

Answer: Uno, dos, tres, cuatro. There are cuatro (four) people.

Example 2. Your parent holds up three fingers. Say the number in Spanish.

1. Count the fingers: one, two, three.
2. Three in Spanish is tres.
3. Tap the r quickly: TREHS.

Answer: Tres.

Example 3. Count backward from five to one, like a rocket.

1. Start at the top: cinco.
2. Go down one at a time: cuatro, tres, dos, uno.
3. Shout lift-off at the end: ¡despegue!

Answer: Cinco, cuatro, tres, dos, uno... ¡despegue!

PRACTICE

[EASY] **1.** Count from one to five in Spanish.

Answer: Uno, dos, tres, cuatro, cinco.

[EASY] **2.** What number is dos?

Answer: Two.

[EASY] **3.** How do you say five in Spanish?

Answer: Cinco (SEEN-koh).

[MEDIUM] **4.** Your parent taps the pot lid four times. How many taps, in Spanish?

Answer: Cuatro.

[MEDIUM] **5.** Your parent says tres. Hold up the right number of fingers.

Answer: Three fingers.

[MEDIUM] **6.** What is La Giralda, and why did people listen to its bells?

Answer: The great bell tower of the cathedral of Seville, in Spain. Before most people had clocks, its bells told the whole city what time it was: when to wake, work, go to church and rest.

[HARD] **7.** Count backward from cinco to uno without help.

Answer: Cinco, cuatro, tres, dos, uno.

[CHALLENGE] **8.** Count the windows in the room you are in, in Spanish. If there are more than five, count the first five and then stop and say ¡cinco!

Answer: The student counts in order, touching or pointing to each window: uno, dos, tres... The last number said is how many (up to cinco).

COMMON MISTAKES

- Saying cinco with a k sound at the start. The first c sounds like s: SEEN-koh.
- Rolling or growling the r in tres and cuatro like an English r. It is a quick tap of the tongue: TREHS.
- Skipping a number when counting real things. Touch each thing as you say its number, so finger and mouth march together.
- Saying uno with an English u, like YOU-no. Spanish u is a clean oo: OO-noh.

From history. On New Year's Eve in Spain, families gather to watch the great clock in the Puerta del Sol, a famous square in Madrid. At midnight the clock strikes twelve times, and with every stroke everyone eats one grape, las doce uvas, the twelve grapes, one for each month of the new year. Eating twelve grapes in twelve strokes is harder than it sounds! The custom has spread to many Spanish-speaking countries in the Americas.

Make it a game: Las Campanas (The Bells). The child closes his or her eyes. The parent is the bell-ringer and taps a spoon on a pot lid from one to five times, slowly. The child opens his or her eyes and shouts the number in Spanish: ¡Tres! One point for each right answer. After five rounds, switch: the child rings and the parent answers (and sometimes answers wrong on purpose, so the child can catch the mistake). For a harder round, the bell-ringer rings two numbers in a row with a pause between, like dos... cuatro, and the listener must say both.

“So teach us to number our days, that we may apply our hearts unto wisdom.” (Psalm 90:12, KJV)

In the Spanish Bible this verse says Enseñanos de tal modo a contar nuestros días: teach us to count our days. Contar is the Spanish word for to count. The bells of La Giralda counted the hours of every day, and this verse asks God to teach us to use every one of our days wisely.

2.2 Count to Ten

OBJECTIVES

- Count from one to ten in Spanish: uno through diez.
- Say how old you are the Spanish way: Tengo ocho años.
- Use Spanish numbers in games: counting for hide-and-seek and la gallina ciega.
- Tell about the games Spanish children have always played, and Goya's painting of la gallina ciega.

Warm-up. Count to five in Spanish while you clap, then count backward like a rocket. Now hold up all ten fingers. You already know the Spanish names for the first five. Today your other hand gets its turn, and you will learn the counting words Spanish children say when they play hide-and-seek.

Watch: Count to ten in Spanish: ¡Cuenten conmigo! - Calico Spanish Songs for Kids

Calico Spanish for Kids · 2:09

https://www.youtube.com/watch?v=Q6ojH4UU_qk

When to watch: After the How Spanish works paragraph, before Say it out loud. Hold up your fingers and count with the song.

Note: ¡Cuenten conmigo! means count with me! A cheerful Calico Spanish counting song from one to ten, sung slowly enough that you can count along on your fingers.

Backup video: Count to 10 in English and Spanish! | Jack Hartmann

Jack Hartmann Kids Music Channel · 3:14

https://www.youtube.com/watch?v=Hj_Ro1olnx4

When to watch: A great one for a wiggly day: Jack Hartmann counts to ten in English and Spanish while you jump, march and move. Stand up and do it with him.

KEY TERMS

seis, siete (SAYS, SYEH-teh)

Six, seven.

ocho, nueve, diez (OH-choh, NWEH-beh, DYEHS)

Eight, nine, ten. The v in nueve is soft, almost a b.

Tengo ocho años (TEHN-goh OH-choh AH-nyohs)

I am eight years old. Spanish says it as I have eight years. If you are nine: Tengo nueve años.

ñ (EH-nyeh)

The letter n wearing a wavy hat. It says ny, like the middle of canyon. Años must always wear its hat.

la gallina ciega (lah gah-YEE-nah SYEH-gah)

The blind hen: the Spanish name for the game we call blind man's buff, where one blindfolded player tries to catch the others.

CORE IDEAS

The story. Children in Spain have played the same games for hundreds of years. They hop through la rayuela, hopscotch. They skip rope while chanting rhymes. They play hide-and-seek, where the seeker covers his eyes and counts out loud: uno, dos, tres... all the way to diez. And they play **la gallina ciega**, the blind hen. One player is blindfolded and turned around three times, while the others sing an old rhyme. Then the blind hen stumbles about trying to catch someone, while everyone else ducks and giggles. More than two hundred years ago, in 1788, the painter Francisco de Goya, the same painter who made the picture of the parasol, painted a group of young people playing la gallina ciega beside a lake, with mountains behind them. The painting was a design for a tapestry, to be woven in wool for the bedroom of the young princesses of Spain in a royal palace. So the royal children were meant to fall asleep looking at a game that every child in Spain knew, a game you can play in your own living room today.

How Spanish works: five more numbers. Here are the numbers that finish your counting to ten: **seis** (six), **siete** (seven), **ocho** (eight), **nueve** (nine), **diez** (ten). Listen for the vowels holding hands: in seis, the e and i slide together into one sound, SAYS; in siete, the i and e become SYEH; in nueve, the u and e become NWEH; in diez, the i and e become DYEHS. The v in nueve is soft, very close to a b: NWEH-beh. And the ch in ocho sounds just like the ch in church: OH-choh.

How old are you? In English we say I am eight. In Spanish you say **Tengo ocho años**, which really means I have eight years. Isn't that a nice way to say it, as if every year were a treasure you keep? If you are nine, say **Tengo nueve años**. The word años has a special letter, the **ñ**, an n wearing a wavy hat called a tilde. It says ny, like the middle of the word canyon, which, by the way, came into English from the Spanish cañón. Always give años its hat; without it, the word means something else entirely.

Say it out loud. Count on your fingers with your parent: *uno, dos, tres, cuatro, cinco*, and now the new ones, *seis* (SAYS), *siete* (SYEH-teh), *ocho* (OH-choh), *nueve* (NWEH-beh), *diez* (DYEHS). Do it three times, faster each time. Then say how old you are: *Tengo ocho años* (TEHN-goh OH-choh AH-nyohs), or *Tengo nueve años*. Ask your parent to say it too, with his or her real age, and count it out loud if you can! Then learn the blind hen's rhyme. The players ask: *Gallinita ciega, ¿qué se te ha perdido?* (Little blind hen, what have you lost?) The hen answers: *Una aguja y un*

dedal. (A needle and a thimble.) And everyone says: *Da tres vueltas y lo encontrarás*. (Turn around three times and you will find it.)

Try it. This week you will make five more number cards to finish your set from uno to diez, make a birthday crown that says how old you are in Spanish, and play la gallina ciega with your family.

PICTURE STUDY



La gallina ciega (Blind Man's Buff), Francisco de Goya, 1788–1789 · Oil on canvas, painted as a design for a tapestry · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Goya painted this picture as a design for a tapestry, planned for the bedroom of the young princesses of Spain. The young people are dressed in their best clothes: ribbons, lace, feathered hats, bright jackets and silky skirts. They have joined hands in a ring on a grassy bank beside a lake, and they are playing la gallina ciega. In this version of the game, the blind hen, with a white cloth tied over the eyes, holds a long wooden spoon and tries to touch someone with it. Whoever is touched becomes the next blind hen. Look how one young man is crouching almost to the ground to stay out of the spoon's reach!

Look closely.

- Find the blind hen. What is tied over the eyes, and what is in the hand?

- Count the players in Spanish, including the blind hen: uno, dos, tres... (Some are half hidden behind others; most people count nueve.)
- Find the young man crouching low in the yellow jacket. What is he trying to do?
- Look behind the players: find the water, the blue mountains and the big tree on the right. Is it a warm day or a cold one?

Talk about it.

1. This picture was planned for the princesses' bedroom. Why might a game be a happy thing to look at before you fall asleep?
2. Which game in the painting is like a game you play? What do you call it in English?
3. If you jumped into this painting and joined the ring, what Spanish words would you say to the other players?

ACTIVITY

Number cards to ten and a birthday crown

Today you finish your number cards all the way to diez, and you make a crown that tells everyone how old you are, the Spanish way.

You will need:

- 5 index cards for flashcards
- A strip of paper long enough to go around your head (tape two strips together if needed)
- Crayons or markers, scissors and tape or a stapler

Steps:

1. Make five flashcards: seis, siete, ocho, nueve, diez. Spanish word on the front; numeral and that many dots on the back.
2. Lay all ten number cards on the floor in a mixed-up pile. Put them in order from uno to diez, saying each one as you place it.
3. Make your crown: cut points along the top of the paper strip. In big letters across the front, write Tengo ____ años, with your age in Spanish in the blank (ocho or nueve).
4. Draw that many candles on your crown and number them in Spanish.
5. Fit the crown to your head and tape it closed. Wear it and tell each person in your house how old you are: Tengo ocho años.
6. Ask each person ¿Cuántos años tienes? (How old are you?) and help them answer: Tengo... años. Count their years on your fingers if you can.

Tips:

- Seis sounds like the English word says: SAYS.
- Give años its wavy hat: ñ. Write the n first, then add the tilde on top.
- A grown-up's age may be too big to say in Spanish yet. That's fine: let them say it in English, and you say Tengo ocho años proudly.

Check your work:

- My number cards go from uno to diez, and I can put them in order.
- My crown says Tengo ____ años with the right number and the ñ.
- I can count from uno to diez without help.
- I told my family how old I am in Spanish.

SPANISH NOTEBOOK

1. Copy the five new numbers with their numerals: 6 seis, 7 siete, 8 ocho, 9 nueve, 10 diez.
2. Write Tengo ____ años with your own age, and draw a birthday cake with that many candles.
3. Draw a ring of children playing la gallina ciega, with the blind hen in the middle, and label it.
4. Copy the first line of the blind hen's rhyme: Gallinita ciega, ¿qué se te ha perdido?

WORKED EXAMPLES

Example 1. Count all ten fingers in Spanish.

1. Start with your left thumb: uno.
2. Keep going across one hand: dos, tres, cuatro, cinco.
3. Then the other hand: seis, siete, ocho, nueve, diez.

Answer: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.

Example 2. You are nine years old. Tell someone your age in Spanish.

1. Spanish says I have ... years: Tengo ... años.
2. Nine is nueve.
3. Put it in the middle and give años its ñ.

Answer: Tengo nueve años (TEHN-goh NWEH-beh AH-nyohs).

Example 3. You are the seeker in hide-and-seek. Count to ten in Spanish before you look.

1. Cover your eyes.
2. Count slowly and loudly from uno to diez.
3. Then call out that you are coming: ¡Ya voy! (Here I come!)

Answer: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez... ¡Ya voy!

PRACTICE

[EASY] **1.** Count from six to ten in Spanish.

Answer: Seis, siete, ocho, nueve, diez.

[EASY] **2.** What number is ocho?

Answer: Eight.

[EASY] **3.** How do you say ten in Spanish?

Answer: Diez (DYEHS).

[MEDIUM] **4.** Tell your age in Spanish.

Answer: Tengo ocho años, or Tengo nueve años (or the student's real age).

[MEDIUM] **5.** Your parent holds up seven fingers. Say the number in Spanish.

Answer: Siete.

[MEDIUM] **6.** What is la gallina ciega, and who painted young people playing it?

Answer: The blind hen, the game we call blind man's buff: one blindfolded player tries to catch the others. Francisco de Goya painted it.

[HARD] **7.** Count from one to ten in Spanish without help, then count backward from ten to one.

Answer: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. Diez, nueve, ocho, siete, seis, cinco, cuatro, tres, dos, uno.

[CHALLENGE] **8.** Your parent says two numbers in Spanish, like tres and cuatro. Add them together and say the answer in Spanish. Try three: tres and cuatro; cinco and cinco; dos and seis.

Answer: Siete ($3 + 4 = 7$); diez ($5 + 5 = 10$); ocho ($2 + 6 = 8$).

COMMON MISTAKES

- Saying seis as two sounds, say-EES. It is one quick sound, like the English word says.
- Saying nueve with three parts, noo-EH-veh. The u and e hold hands: NWEH-beh.
- Writing años without the ñ. The wavy hat is part of the word; always put it on.
- Saying soy ocho for I am eight. Spanish says I have eight years: Tengo ocho años.

From history. In Mexico, a birthday often begins before breakfast, when the family gathers at the birthday child's door and sings Las Mañanitas, the little morning song. It begins: Estas son las mañanitas que cantaba el rey David: These are the morning songs that King David sang. King David, who wrote so many of the psalms, is remembered in a birthday song that families still sing every year.

Make it a game: La Gallina Ciega. Clear a safe space in the living room, away from sharp corners. One player is the blind hen: tie a soft scarf over the eyes. Everyone else asks the rhyme: Gallinita ciega, ¿qué se te ha perdido? The hen answers: Una aguja y un dedal. Everyone says: Da tres vueltas y lo encontrarás, and they turn the hen around three times, counting out loud: ¡uno, dos, tres! Then the hen tries to catch someone. Whoever is caught must count from uno to diez in Spanish (and the hen may guess who it is by the voice!). Then that player becomes the next blind hen. A grown-up should always watch, and the hen walks slowly.

“But the very hairs of your head are all numbered.” (Matthew 10:30, KJV)

In the Spanish Bible this verse says vuestros cabellos están todos contados: your hairs are all counted. You can count to ten now, but God knows the number of every hair on your head. Nothing about you is too small for Him to notice and care about.

Unit 2 review

Ask each question out loud; the student answers out loud. The review is worth 30 points. A parent writes down the answers.

1. (5 pts) Count from one to ten in Spanish.

Answer: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.

2. (5 pts) The parent holds up fingers: 2, then 5, then 9. Say each number in Spanish.

Answer: Dos, cinco, nueve.

3. (5 pts) The parent says: tres, ocho, seis. Hold up the right number of fingers each time and say the English number.

Answer: Three, eight, six.

4. (5 pts) Tell your age in Spanish, and explain what the words really mean.

Answer: Tengo ocho años (or nueve). It means I have eight years: Spanish says how many years you have.

5. (5 pts) What is La Giralda, where is it, and why did people count its bells?

Answer: The great bell tower of the cathedral of Seville, in Spain, more than eight hundred years old. Before most people had clocks, they counted the strokes of its bells to know what time it was.

6. (5 pts) What is la gallina ciega? Tell how it is played and who painted it.

Answer: The blind hen, our blind man's bluff. One player is blindfolded and turned around three times, then tries to catch the others. Francisco de Goya painted young people playing it, as a design for a tapestry for the princesses of Spain.

Unit challenge: The counting hunt

You are a counting detective. Your job is to find ten different sets of things around your house and count each set out loud in Spanish for your family. Make a hunt sheet first: number the lines in Spanish from uno to diez down the side of a page. Then go hunting. Count the chairs at the table, the shoes by the door, the windows in the living room, the spoons in the drawer, the pillows on a bed, the people in your family, the eggs in the carton: anything at all, as long as each set has ten things or fewer. Write what you counted on each line and draw a little picture. Try to find at least one set for every number from one to ten! Then lead the family on a counting tour: walk them to each set, touch each thing as you count it out loud in Spanish, and let them count with you.

Look for	What it means
Ten sets	The hunt sheet shows ten different sets of things, each labeled and drawn, with the number written in Spanish.
Accurate counting	Each set was counted correctly, touching each thing, with the numbers in the right order.
Pronunciation	The numbers were said clearly with clean vowels: SEEN-koh, SAYS, NWEH-beh, DYEHS.
The counting tour	The student led the family to each set, counted out loud in Spanish, and invited them to count along.

De Colores

God could have made the world gray. Instead He filled it with color: red apples, blue sky, yellow sunshine, green grass. In Lesson 3.1 you meet a little boy named Manuel, whom the painter Goya dressed all in brilliant red, with a black-and-white pet magpie on a string, three wide-eyed cats and a green cage full of finches. With Manuel you learn your first four Spanish colors, rojo, azul, amarillo and verde, and go hunting for them all over your house.

In Lesson 3.2 you learn four more colors, blanco, negro, rosado and morado, and your first whole Spanish song: De colores, an old song about the colors of spring that has been sung for generations in farmhouses, at weddings and in churches across the Spanish-speaking world. You will also walk through the sunny flower garden the painter Joaquín Sorolla planted at his house in Madrid. At the end of the unit you make a color book, eight pages, one for each color, and read it aloud to your family.

PREREQUISITES

- Units 1–2: greetings, the magic words, Me llamo, and counting to ten
- Knows the names of the main colors in English
- The flashcard deck so far: 20 cards, played at the start of every session

MASTERY CHECKLIST

- I can name eight colors in Spanish: rojo, azul, amarillo, verde, blanco, negro, rosado, morado.
- I can answer ¿De qué color es? (What color is it?) by naming the color in Spanish.
- I can say the rolled r at the start of rojo and rosado, or I am practicing it cheerfully.
- I can sing the first verse of De colores and tell what it is about.
- I can tell about Goya's painting of Manuel Osorio and Sorolla's garden.
- I made eight color cards and a color book, and read it aloud to my family.

OPTIONAL BOOKS AND RESOURCES

- ***De Colores and Other Latin-American Folk Songs for Children*, by José-Luis Orozco:** A bright, much-loved songbook with the words to De colores and many other traditional songs, in Spanish and English, with simple music. Look for it at your library; many libraries also have Orozco's recordings.
- **Calico Spanish for Kids on YouTube** — <https://www.youtube.com/@calicospanish>: Free online. The channel behind several of this quarter's songs, including this unit's backup color song. Short, gentle songs sung by native speakers, perfect for a few extra minutes of listening.

3.1 Four Colors

OBJECTIVES

- Name four colors in Spanish: rojo, azul, amarillo, verde.
- Answer ¿De qué color es? by naming the color in Spanish.
- Find and name colors around the house and in a painting.
- Tell about Goya's portrait of little Manuel Osorio in his red suit.

Warm-up. Count to ten in Spanish while you march around the room, then play your number cards. Now look around the room and find something red, something blue, something yellow and something green. Point to each one and say its English color. Today you will learn to say those four colors in Spanish, with the help of a little boy in a bright red suit.

Watch: Learn the Colors in Spanish | English to Spanish | Rock 'N Learn

Rock 'N Learn · 5:55

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

When to watch: After the How Spanish works paragraph, before Say it out loud. Repeat each color out loud when the video pauses for you.

Note: A clear English-to-Spanish lesson from Rock 'N Learn. It teaches more colors than this lesson does: listen especially for rojo, azul, amarillo and verde, and you will meet some of the others again next week.

Backup video: Spanish for Kids | Colors, colors - ¡Colores, colores! - Calico Spanish Learning Songs for Kids

Calico Spanish for Kids · 4:29

<https://www.youtube.com/watch?v=DsRKOZGaoEM>

When to watch: On the second or third day: a cheerful Calico Spanish color song. Hold up your color cards when you hear each color.

KEY TERMS

rojo (ROH-hoh)

Red. The r at the start rolls like a little drumroll, and the j sounds like a breathy h.

azul (ah-SOOL)

Blue. In the Americas the z sounds like s.

amarillo (ah-mah-REE-yoh)

Yellow. The ll sounds like y, just like in me llamo.

verde (BEHR-deh)

Green. The v is soft, almost a b.

¿De qué color es? (deh KEH koh-LOR ehs)

What color is it? Answer with just the color word: ¡Rojo!

CORE IDEAS

The story. More than two hundred years ago, about 1788, the painter Francisco de Goya was asked to paint a portrait of a little boy named Manuel Osorio, the son of a count and countess in Madrid. Manuel was about four years old. Goya dressed him in a brilliant red suit with a shiny white sash and a frilly lace collar, and gave him white slippers with bows. But Goya did not want a stiff, boring portrait, so he filled the picture with Manuel's pets. Manuel holds a string, and on the end of the string is his pet magpie, a black-and-white bird, who is holding a little card in its beak. Behind Manuel, three cats are crouching in the shadows, staring at that bird with big round eyes as if they are thinking about their supper. And on the other side sits a green cage full of little finches with yellow on their wings. Look at the card in the magpie's beak: it is Goya's own calling card, with his name on it. The painter hid his signature in the bird's mouth! Today this painting hangs in the Metropolitan Museum of Art in New York, and it is one of the most loved paintings of a child in the whole world. And what color do you notice first? Red, of course: in Spanish, **rojo**.

How Spanish works: four colors, four sounds. Your first four colors each bring a sound to practice. **Rojo**, red: when r comes at the very beginning of a word, Spanish rolls it, brrr, like a little drumroll, and the j in the middle is a breathy h, like fogging a window: ROH-hoh. **Azul**, blue: in the Americas the z sounds like s, ah-SOOL. **Amarillo**, yellow: the ll sounds like y, just like in me llamo, ah-mah-REE-yoh. **Verde**, green: the v is soft, almost a b, BEHR-deh. To ask what color something is, say **¿De qué color es?** And to answer, you just say the color: ¡Rojo! ¡Verde!

Colors on the map. Spanish color words are hiding all over our own country. The Colorado River got its name because its water looked reddish, colorado, from all the red mud it carries. In Texas there is a city named Amarillo, which means yellow, perhaps for the yellow wildflowers and yellow soil nearby. In the desert of Arizona grows a tree called the palo verde, the green stick, because even its trunk and branches are green. When you know Spanish colors, a map starts to tell you stories.

Say it out loud. Hold up something red, blue, yellow and green, one at a time, and say each color after your parent: *rojo* (ROH-hoh), *azul* (ah-SOOL), *amarillo* (ah-mah-REE-yoh), *verde* (BEHR-deh). If the rolled r in rojo will not come yet, that's fine: say it with a light r and keep practicing; the drumroll arrives with time. Now play question and answer. Your parent holds up a

crayon and asks: *¿De qué color es?* You answer: *¡Amarillo!* Then you ask, and your parent answers.

Try it. This week you will make four color cards with real colored squares on them, then go on a color hunt through your house, finding three things for each color and naming them in Spanish.

PICTURE STUDY



Manuel Osorio Manrique de Zúñiga, Francisco de Goya, 1787–1788 · Oil on canvas · The Metropolitan Museum of Art, New York

Image: Wikimedia Commons, public domain

Little Manuel stands very still for his portrait in his red suit, looking straight at us with big dark eyes. But all around him there is a story going on. His pet magpie is tied to his string, pecking at Goya's calling card. Three cats are watching that bird very closely. And the finches in their cage are safe behind the bars. Along the bottom of the painting, in capital letters, Goya wrote Manuel's full name and the day he was born, in April 1784.

Look closely.

- What color is Manuel's suit? Say it in Spanish: *¡Rojo!* Now find something white and something black.

- Count the cats in Spanish: uno, dos, tres. Where are they looking, and what do you think they want?
- Find the magpie and the little card in its beak. That card has Goya's name on it: it is his signature, hidden in the bird's mouth.
- Find the cage. What color is it? (¡Verde!) Look closely at the finches inside: can you find a little amarillo on their wings?

Talk about it.

1. Why do you think Goya put Manuel's pets in the painting instead of painting Manuel all alone?
2. Do you think Manuel knows what the cats are thinking? What would you tell him if you were there?
3. If someone painted your portrait, what color would you wear, and which pet or favorite thing would you want in the picture with you?

ACTIVITY

Color cards and the color hunt

Today you make four color cards you can see from across the room, and then you go hunting for colors through your whole house.

You will need:

- 4 index cards for flashcards
- Red, blue, yellow and green crayons or markers
- Your Spanish notebook and a pencil

Steps:

1. Make four color cards: on the front of each, color a big square in the color, and write the Spanish word under it in that same color: rojo, azul, amarillo, verde.
2. On the back of each card, draw one thing that is always that color: a strawberry for rojo, the sky for azul, the sun for amarillo, a leaf for verde.
3. Play a quick round: your parent holds up a crayon and asks ¿De qué color es? You answer with the color word.
4. Color hunt: walk through the house with your notebook. Find three things for each color. Each time you find one, point and say the color out loud in Spanish.
5. Write each color at the top of a notebook page and draw the three things you found under it.

6. Finish with a show: hold up your four cards one at a time and say each color for your family.

Tips:

- Practice the rolled r by saying brrr like you are cold, then add -ojo: brrrOH-hoh.
- Amarillo has four parts: ah-mah-REE-yoh. Clap them as you say them.
- Some things are two colors at once, like a red-and-blue shirt. Name both!

Check your work:

- I made four color cards with the Spanish word and a picture.
- I found three things of each color and named them in Spanish.
- I can answer ¿De qué color es? for red, blue, yellow and green.
- I can tell about Manuel Osorio, his red suit and his pets.

SPANISH NOTEBOOK

1. Copy the four color words, each one written in its own color: rojo, azul, amarillo, verde.
2. Draw Manuel Osorio in his red suit with his magpie, and label the suit rojo and the cage verde.
3. Draw a rainbow and label the colors you know in Spanish.
4. Copy the question ¿De qué color es? with both of its question marks, and draw your favorite thing below it with its color written in Spanish.

WORKED EXAMPLES

Example 1. Your parent holds up a banana and asks: ¿De qué color es? What do you answer?

1. Look at the banana: it is yellow.
2. Yellow in Spanish is amarillo.
3. Remember ll sounds like y: ah-mah-REE-yoh.

Answer: ¡Amarillo!

Example 2. What color is the sky on a sunny day, in Spanish?

1. The sky is blue.
2. Blue in Spanish is azul.
3. The z sounds like s: ah-SOOL.

Answer: Azul.

Example 3. Name the colors of a strawberry: its berry and its little leaves on top.

1. The berry is red: rojo.
2. The leaves on top are green: verde.
3. Say both, rolling the r if you can.

Answer: Rojo y verde (red and green).

PRACTICE

[EASY] **1.** What does rojo mean?

Answer: Red.

[EASY] **2.** How do you say green in Spanish?

Answer: Verde.

[EASY] **3.** What color is azul?

Answer: Blue.

[MEDIUM] **4.** Your parent points to a leaf and asks ¿De qué color es? Answer in Spanish.

Answer: ¡Verde!

[MEDIUM] **5.** Name the four colors you learned this week in Spanish, and point to something of each color.

Answer: Rojo, azul, amarillo, verde, each with a matching thing.

[MEDIUM] **6.** Who painted little Manuel Osorio, and what pets are in the painting with him?

Answer: Francisco de Goya. A magpie on a string, three cats and a cage of finches.

[HARD] **7.** Look at Goya's painting and name three colors you see in it, in Spanish, and what has each color.

Answer: Examples: rojo (Manuel's suit), verde (the cage), amarillo (on the finches' wings). Any three that are right count.

[CHALLENGE] **8.** The city of Amarillo, Texas, and the Colorado River both have Spanish color names. What do the names mean?

Answer: Amarillo means yellow. Colorado means reddish, because of the red mud in the river's water.

COMMON MISTAKES

- Saying the ll in amarillo like an l. It sounds like y: ah-mah-REE-yoh.
- Saying the j in rojo like an English j. Spanish j is a breathy h: ROH-hoh.
- Saying azul with a z buzz. In the Americas it is a soft s: ah-SOOL.
- Giving up on the rolled r. Nobody rolls it on the first day; a light r is a fine start, and the drumroll comes with practice.

From history. Where did the red of a fine red suit come from long ago? Often from a tiny bug! In Mexico, little insects called cochineal live on prickly-pear cactus, and when they are dried and crushed they make a brilliant red dye. Spanish ships carried sacks of it across the ocean, and for hundreds of years it colored the finest red cloth in Europe. Cochineal red is still used today, even in some foods.

Make it a game: Veo, Veo (I Spy). This is the Spanish I Spy, and it has its own little chant. The spy picks something in the room and says: Veo, veo (I see, I see). Everyone answers: ¿Qué ves? (What do you see?) The spy says: Una cosita (a little thing). Everyone asks: ¿De qué color es? And the spy gives the color in Spanish: ¡Rojo! Then everyone guesses, pointing and naming things in English or Spanish, until someone finds it. The finder becomes the next spy. Use only rojo, azul, amarillo and verde this week.

“I do set my bow in the cloud, and it shall be for a token of a covenant between me and the earth.” (Genesis 9:13, KJV)

*In the Spanish Bible God says *Mi arco he puesto en las nubes*: I have put my bow in the clouds. In Spanish a rainbow is an *arco iris*, an arch of colors. Every time you see red, yellow, green and blue shining together after the rain, you can remember that God keeps His promises.*

3.2 Four More, and a Song

OBJECTIVES

- Name four more colors in Spanish: blanco, negro, rosado, morado, and review all eight.
- Sing the first verse of De colores and tell what it is about.
- Find and name the colors in Sorolla's garden painting.
- Tell how the colors of spring, the birds and the rainbow are gifts from God.

Warm-up. Play Veo, veo with the four colors you know. Then look outside, or out the window, or at a picture of a garden in springtime. How many colors can you find? Some colors you already know in Spanish; some you do not yet. Today you learn four more colors and a song that Spanish-speaking people have sung for generations about the colors God gave the world in spring.

Watch: Canticos | De colores se visten los campos en la primavera / All the Colors | Inglés y español

Canticos - Bilingual Nursery Rhymes & Kids Songs · 2:44

<https://www.youtube.com/watch?v=EuyCiz455vM>

When to watch: After the story, before Say it out loud. Watch it once to listen; then play it again and sing the Spanish parts along with it.

Note: A gentle animated performance of De colores with the words on screen. It is bilingual: it takes turns between Spanish verses and English verses, so you hear what the song means right after you sing it. Learn the Spanish parts; the lesson below gives you the first verse to memorize.

Backup video: The Colors in Spanish | Jack Hartmann Colors Song | Colores | Spanish and English Colors

Jack Hartmann Kids Music Channel · 4:25

<https://www.youtube.com/watch?v=Jz69JxNznWA>

When to watch: On the second or third day, for a review of all the colors: Jack Hartmann sings each color in English and Spanish. Hold up your color cards as you hear each one.

KEY TERMS

blanco, negro (BLAHN-koh, NEH-groh)

White, black.

rosado (roh-SAH-doh)

Pink, the color of a rose (rosa). The r at the start rolls. Many speakers also say rosa for pink; both are right.

morado (moh-RAH-doh)

Purple, the color of a blackberry (mora). The r in the middle is a quick tap.

De colores (deh koh-LOH-rehs)

In colors, or colorful: the name of an old, much-loved Spanish folk song about the colors of springtime, the birds and the rainbow.

Joaquín Sorolla (hwah-KEEN soh-ROH-yah)

A Spanish painter famous for sunlight and bright color, who planted a flower garden at his house in Madrid and painted it many times.

CORE IDEAS

The story. Nobody knows exactly who first sang **De colores**. It is an old folk song, which means it was not written down by one famous composer; it was sung by ordinary people and handed from parents to children, probably carried from Spain to Mexico long ago, until it was known all over the Spanish-speaking world. Farm families have sung it in the fields in springtime, when the hills turn green and the flowers open. People sing it at weddings, at picnics and family parties, and it is loved in churches, because it is a song of thanks for the beautiful things God made. The song says that the fields dress themselves in colors in the spring, that the little birds coming from far away are colorful, and that the rainbow shining in the sky is colorful too. Far away in Madrid, a painter named Joaquín Sorolla loved color just as much. When he built his house, he designed its garden himself, with a white fountain, tiled paths, roses, hedges and flowers of every color, and in his last years he painted that garden again and again. Today you learn four more colors, and the song.

How Spanish works: four more colors. Here are your new colors: **blanco**, white; **negro**, black; **rosado**, pink; **morado**, purple. Two of them are named after things, just like our word orange. Rosado comes from rosa, a rose: rose-colored. Morado comes from mora, a blackberry: blackberry-colored. (Many people also say rosa for pink; both are right.) Rosado starts with a rolled r, like rojo. In morado the r is in the middle, so it is just a quick tap of the tongue: moh-RAH-doh. Now you have eight colors: rojo, azul, amarillo, verde, blanco, negro, rosado, morado.

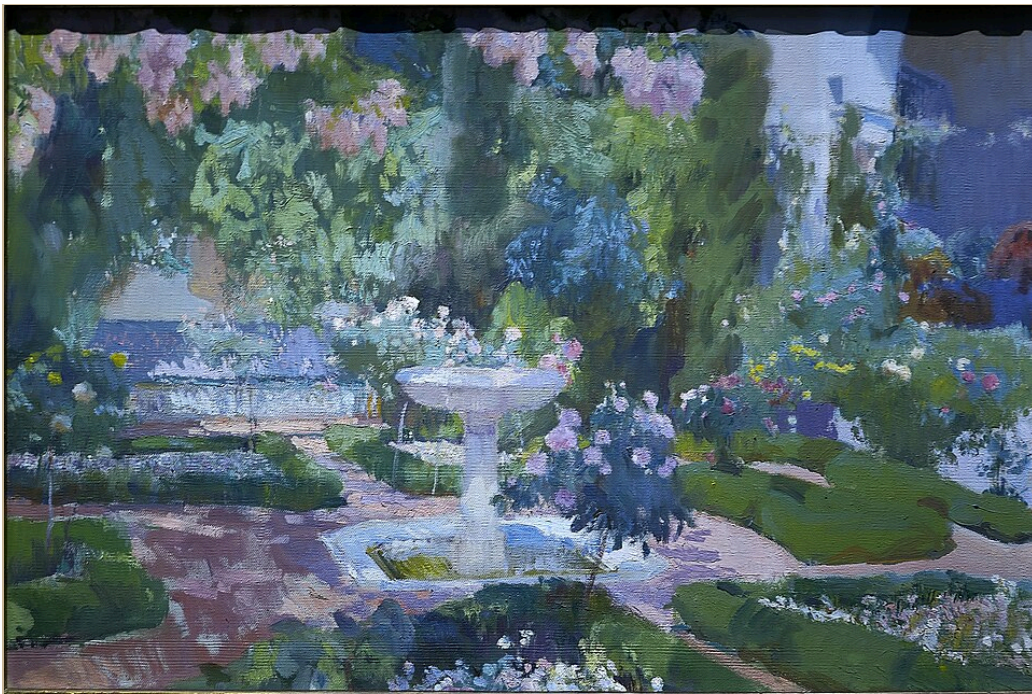
The words of the song. Here is the first verse of De colores, with what it means. *De colores, de colores se visten los campos en la primavera.* (In colors, in colors the fields dress themselves in the springtime.) *De colores, de colores son los pajaritos que vienen de afuera.* (Colorful, colorful are the little birds that come from far away.) *De colores, de colores es el arco iris que vemos lucir.* (Colorful, colorful is the rainbow we see shining.) *Y por eso los grandes amores de muchos colores me gustan a mí.* (And that is why I love the great loves of many colors.) The last line is

sung twice. You do not need to know every word to sing it; sing it many times, and the words will come.

Say it out loud. Hold up your new color cards and say each one after your parent: *blanco* (BLAHN-koh), *negro* (NEH-groh), *rosado* (roh-SAH-doh), *morado* (moh-RAH-doh). Then say all eight colors in a row, fast. Now learn the song a line at a time: your parent says a line, you say it back, then you sing it together with the video. Start with the easiest part, the two words that begin every line: De colores, de colores!

Try it. This week you make four more color cards and a De colores song card with three pictures, the colorful fields, the little birds and the rainbow, each labeled with its colors in Spanish. Then you sing the verse for your family.

PICTURE STUDY



Garden of the Sorolla House, Joaquín Sorolla, c. 1918–1920 · Oil on canvas · Museo Sorolla, Madrid

Image: Joaquín Sorolla (painting), photo by JI FilpoC, Wikimedia Commons, CC BY-SA 4.0

Joaquín Sorolla was called the painter of light, because no one could paint sunshine the way he could. When he built his house in Madrid, he designed the gardens himself, borrowing ideas from the old gardens of Seville and Granada in the south of Spain: fountains, tiled pools, brick paths, roses and climbing flowers. This is one of his paintings of that garden, the first one you come to from the street. There are no people in it, just sunshine, shade, splashing water and color. Sorolla's house and garden are still there today, and you can walk through this very garden.

Look closely.

- Find the fountain in the middle. What color is it? Say it in Spanish: ¡Blanco!
- Look at the very top of the picture for the hanging flowers. What color are they? (¡Rosado!) Then find some purple flowers: ¡Morado!
- Find the green hedges along the paths. How many green shapes can you count, in Spanish?
- Look at the shadows on the path. Sorolla did not paint them gray or black: what colors did he use instead?

Talk about it.

1. Why do you think Sorolla painted his garden with no people in it at all?
2. The song De colores says the fields dress themselves in colors in spring. How has Sorolla's garden dressed itself?
3. If you planted a garden, which four colors of flowers would you choose? Name them in Spanish.

ACTIVITY

The De colores song card

Today you make four more color cards and a three-picture song card for De colores, so you can see the song while you sing it.

You will need:

- 4 index cards for flashcards
- A sheet of paper folded into three panels, like a brochure
- Crayons or markers, including white, black, pink and purple (white crayon shows up on dark paper, or leave the paper white and outline it)

Steps:

1. Make four color cards: blanco, negro, rosado, morado. Color a big square on the front and write the word; on the back draw something that color: a cloud or snow for blanco, a crow or night sky for negro, a rose for rosado, grapes or a blackberry for morado.
2. Mix all eight color cards together and put them in rainbow order, saying each one as you place it.
3. On the first panel of your folded paper, draw green fields full of colored flowers. Write at the top: se visten los campos (the fields dress themselves).

4. On the second panel, draw little birds of many colors flying in. Write: los pajaritos (the little birds).
5. On the third panel, draw a rainbow. Write: el arco iris (the rainbow). Then label every color you used in all three pictures with its Spanish name.
6. Sing the first verse of De colores along with the video, holding your song card, then sing it for your family.

Tips:

- Rosado and rojo both begin with a rolled r. Practice them together: rojo, rosado, rojo, rosado.
- Learn the song in small bites: one line a day, plus the De colores, de colores at the start of every line.
- If you forget a word while singing, keep humming the tune and come back in at the next De colores.

Check your work:

- I made four new color cards and can put all eight in order.
- My song card has three pictures with the colors labeled in Spanish.
- I can name all eight colors in Spanish without help.
- I sang the first verse of De colores for my family.

SPANISH NOTEBOOK

1. Copy the four new colors, each in its own color (outline blanco in pencil): blanco, negro, rosado, morado.
2. Copy the first line of the song: De colores, de colores se visten los campos en la primavera.
3. Draw Sorolla's fountain and garden, and label at least four colors in Spanish.
4. Make a color chart of all eight colors: a colored square and the Spanish word for each.

WORKED EXAMPLES

Example 1. Your parent holds up a piece of paper and asks: ¿De qué color es? It is white.

1. Look: the paper is white.
2. White in Spanish is blanco.
3. Say it clean: BLAHN-koh.

Answer: ¡Blanco!

Example 2. Why is purple called morado in Spanish?

1. Morado comes from mora.
2. A mora is a blackberry.
3. So morado means blackberry-colored.

Answer: Because a mora is a blackberry, and purple is the color of blackberries.

Example 3. What three colorful things does the first verse of De colores sing about?

1. First line: los campos, the fields in springtime.
2. Second line: los pajaritos, the little birds.
3. Third line: el arco iris, the rainbow.

Answer: The fields in springtime, the little birds and the rainbow.

PRACTICE

[EASY] **1.** What does negro mean?

Answer: Black.

[EASY] **2.** How do you say pink in Spanish?

Answer: Rosado (or rosa).

[EASY] **3.** What color is morado?

Answer: Purple.

[MEDIUM] **4.** Name all eight colors you know in Spanish.

Answer: Rojo, azul, amarillo, verde, blanco, negro, rosado, morado.

[MEDIUM] **5.** What color is snow? What color is a crow? Answer in Spanish.

Answer: Blanco. Negro.

[MEDIUM] **6.** Sing or say the first line of De colores.

Answer: De colores, de colores se visten los campos en la primavera.

[HARD] **7.** Look at Sorolla's garden painting and name four colors you see, in Spanish, with what has each color.

Answer: Examples: blanco (the fountain), verde (the hedges), rosado (the flowers at the top), morado (the purple flowers). Any four that are right count.

[CHALLENGE] **8.** Sing the whole first verse of De colores from memory (you may look at your song card once).

Answer: De colores, de colores se visten los campos en la primavera. De colores, de colores son los pajaritos que vienen de afuera. De colores, de colores es el arco iris que vemos lucir. Y por eso los grandes amores de muchos colores me gustan a mí (twice).

COMMON MISTAKES

- Mixing up rojo and rosado. Rojo is red; rosado is pink, the color of a rose.
- Rolling the r in morado. A rolled r comes at the start of a word (rojo, rosado); in the middle, a single r is a quick tap: moh-RAH-doh.
- Saying negro with an English e, like NEE-groh. Spanish e is eh: NEH-groh.
- Trying to learn the whole song in one day. Learn one line at a time, and sing it every day.

From history. Sorolla grew up in Valencia, on the sunny coast of Spain, and he loved the old gardens of the south: the gardens of the Alcázar palace in Seville and of the Alhambra in Granada, with their fountains, tiled pools and orange trees. When he made his own garden in Madrid, he borrowed from them and planned every corner himself. His house and garden are now the Museo Sorolla, and the fountain in this painting still splashes there today.

Make it a game: ¡Toca Algo...! (Touch Something...!). The caller shouts a color in Spanish: ¡Toca algo morado! (Touch something purple!) Everyone races to touch something in the room that is that color. The last one to touch the right color, or anyone who touches the wrong color, becomes the next caller. Use all eight colors: rojo, azul, amarillo, verde, blanco, negro, rosado, morado. For a harder round, the caller says two colors (¡Toca algo rojo y algo blanco!) and you must touch both, one with each hand.

“O LORD, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches.” (Psalm 104:24, KJV)

In the Spanish Bible this verse begins ¡Cuán innumerables son tus obras, oh Jehová!: how countless are your works, O Lord! Manifold means many and many-colored. The fields, the little birds and the rainbow of De colores are some of those countless works, and the song is a way of thanking God for them.

Unit 3 review

Ask each question out loud; the student answers out loud. The review is worth 30 points. A parent writes down the answers.

1. (5 pts) Name all eight colors in Spanish.

Answer: Rojo, azul, amarillo, verde, blanco, negro, rosado, morado.

2. (5 pts) The parent holds up four crayons, one at a time, and asks ¿De qué color es? (Use red, yellow, white and purple.)

Answer: Rojo, amarillo, blanco, morado.

3. (5 pts) What do these mean in English: azul, verde, negro, rosado?

Answer: Blue, green, black, pink.

4. (5 pts) Who painted little Manuel Osorio? What color is his suit, and what animals are with him?

Answer: Francisco de Goya. His suit is red (rojo). With him are a magpie on a string, three cats and a cage of finches.

5. (5 pts) Sing or say the first line of De colores, and tell what the first verse is about.

Answer: De colores, de colores se visten los campos en la primavera. The verse is about the colors of the fields in spring, the little birds and the rainbow: the colorful things God made.

6. (5 pts) Who was Joaquín Sorolla, and what did he paint again and again in his last years?

Answer: A Spanish painter famous for sunlight and color. He painted the flower garden he planted at his house in Madrid, with its white fountain.

Unit challenge: The color book

Make your own Spanish color book. Fold four sheets of paper in half and staple them along the fold to make a little book with eight pages (plus a cover if you like). Give each page one color: rojo,

azul, amarillo, verde, blanco, negro, rosado, morado. At the top of each page, write the color word in big letters, in that color if you can (outline blanco carefully in pencil). Then fill the page with drawings of things that are that color: a strawberry and a fire truck for rojo, the sky and the sea for azul, the sun and a banana for amarillo. Color everything carefully. On the cover, write Mi libro de colores (my book of colors) and your name. When it is finished, read your book aloud to your family: turn each page, say the color, and point to each picture. Finish by singing De colores.

Look for	What it means
Eight pages	The book has a page for each of the eight colors, with the Spanish word spelled correctly at the top.
Pictures	Each page has at least two drawings of things that really are that color, colored neatly and fully.
Reading aloud	The student read every page aloud to the family, saying each color clearly with clean vowels.
The song	The student sang the first verse of De colores (looking at the words is fine).

La Familia at the Table

God sets the lonely in families, and every family has a table. In Lesson 4.1 you meet Joaquín Sorolla, a Spanish painter who grew up without his own mother and father and so treasured the family God later gave him: his wife Clotilde and their three children, whom he painted again and again all his life. With Sorolla's family you learn the Spanish words for your own: la madre and el padre (mamá and papá), el hermano and la hermana, el abuelo and la abuela, and el bebé. You will draw your family tree and label everyone in Spanish.

In Lesson 4.2 you sit down at the table. For four hundred years Spanish painters have loved to paint plain, good food so truly that you could almost eat it, and you will look at a still life by Luis Meléndez, with crusty bread, golden pears and a wedge of cheese. You will learn the Spanish words for the food on your own table, el pan, la leche, el agua, la fruta, la sopa, los huevos and la mesa, wish everyone ¡Buen provecho!, and learn a Spanish table grace: Gracias, Señor, por el pan. At the end of the unit you set your family's table, naming everything in Spanish, and bless the meal.

PREREQUISITES

- Units 1–3: greetings, magic words, numbers to ten and eight colors
- Can name the people in his or her own family
- The flashcard deck so far: 28 cards, played at the start of every session

MASTERY CHECKLIST

- I can name the people in a family in Spanish, always with the little word in front: la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el bebé.
- I can call my parents mamá and papá the Spanish way, leaning on the last part.
- I can name seven things on the table in Spanish: el pan, la leche, el agua, la fruta, la sopa, los huevos, la mesa.
- I can say ¡Buen provecho! at a meal and the table grace Gracias, Señor, por el pan.
- I can tell about Sorolla, the painter who loved his family, and about the bodegón, the Spanish still life.
- I drew my family tree and made a Spanish placemat, labeled in Spanish.

OPTIONAL BOOKS AND RESOURCES

- ***First Thousand Words in Spanish*, by Heather Amery (Usborne):** If your library has it, turn to the pages for the house, the kitchen and the family. Hunt for el pan, la leche and the rest of this unit's words in the busy pictures.

- **Museo del Prado online collection** — <https://www.museodelprado.es>: Free online. The great museum in Madrid where Meléndez's still lifes hang. Search for Luis Meléndez and look at more of his bodegones together: how many foods can your child name in Spanish?
- **SpanishDict** — <https://www.spanishdict.com>: Free online, for the parent. Press the speaker button to hear abuela, huevos or ¡Buen provecho! said by a native speaker.

4.1 La Familia

OBJECTIVES

- Name the people of a family in Spanish, always with the little word in front: la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el bebé.
- Say mamá and papá the Spanish way, leaning on the last part.
- Draw a family tree and label it in Spanish.
- Tell about Joaquín Sorolla, who loved his wife and children and painted them all his life.

Warm-up. Play Veo, veo with all eight colors. Then fetch a family photo, or draw a quick picture of everyone who lives in your house. Point to each person and say who it is in English: my mother, my brother, my grandma. Today you learn to say those words in Spanish, with the help of a painter who loved his family very much.

Watch: Toda Mi Familia | Canciones Infantiles

Super Simple Español - Canciones Infantiles Y Más · 2:26

<https://www.youtube.com/watch?v=q7ihnXYpujU>

When to watch: After the How Spanish works paragraph, before Say it out loud. Watch once to listen; the second time, point to each family member as the song names them.

Note: Toda mi familia means all my family. This song is all in Spanish, with no English, but the pictures make it easy to follow. Listen for mamá, papá, hermano and the grandparents, abuelo and abuela.

Backup video: Mi Familia (Members of a Family in Spanish for Kids) | Mi Camino Spanish

Mi Camino Spanish · 4:58

<https://www.youtube.com/watch?v=v-QLJrHoxb8>

When to watch: On the second day, or if the all-Spanish song felt too fast: this lesson explains each family word in English and says it slowly so you can repeat it.

KEY TERMS

la madre, mamá (lah MAH-dreh, mah-MAH)

The mother; mom. Mamá leans on the last part and always wears its accent mark.

el padre, papá (ehl PAH-dreh, pah-PAH)

The father; dad. Papá also leans on the last part and wears its accent.

el hermano, la hermana (ehl ehr-MAH-noh, lah ehr-MAH-nah)

The brother, the sister. The h is quiet, as always.

el abuelo, la abuela (ehl ah-BWEH-loh, lah ah-BWEH-lah)

The grandfather, the grandmother. Many children call them abuelito and abuelita, a loving way to say grandpa and grandma.

el bebé (ehl beh-BEH)

The baby. Easy to remember, and it leans on the last part, just like mamá and papá.

CORE IDEAS

The story. Joaquín Sorolla was born in 1863 in Valencia, a sunny city by the sea in Spain. When he was only two years old, a terrible sickness swept through the city, and both his mother and father died. His aunt and uncle took him and his little sister into their home and raised them with love. Joaquín loved to draw, and when he grew up he became a painter. He went to work for a photographer, and there he met the photographer's daughter, Clotilde. They were married in 1888, and God gave them three children: María, Joaquín and Elena. Sorolla became one of the most famous painters in the world, but nothing he painted was dearer to him than his own family. He painted Clotilde and the children over and over: at the beach, in the garden, sewing, reading, playing, resting. When he had to travel far away for his work, he wrote Clotilde letters almost every day, and many of them still exist. One of his most beautiful paintings is called simply **Madre**, Mother. It shows Clotilde resting in a big white bed with their newborn baby, Elena, tucked in beside her. A boy who grew up without his own mother and father painted a family full of love.

How Spanish works: the little friend. Listen to the family words: **la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el bebé**. Do you hear the little word in front of each one, la or el? That little word means the. Spanish nouns like to bring a little friend along, so whenever you learn a new word for a person or a thing, learn its little friend too, and always say them together, like one word: la-madre, el-padre. When you talk about your own family, you can say mi, which means my: mi mamá, mi papá, mi hermano.

Families in the Spanish-speaking world. In many Spanish-speaking families, the whole family stays close. Grandparents often live nearby or in the same house, and on Sundays aunts, uncles, cousins and grandparents gather around one long table for a big family meal that can last all afternoon. Children call their grandparents abuelito and abuelita, the little-word way of saying dear grandpa and dear grandma, and their parents mamá and papá. Notice that mamá and papá lean on the last part: mah-MAH, pah-PAH, and they always wear an accent mark to show it.

Say it out loud. Point to each person in your family photo or drawing and say the word after your parent: *la madre* (lah MAH-dreh) or *mamá* (mah-MAH); *el padre* (ehl PAH-dreh) or *papá* (pah-PAH); *el hermano* (ehl ehr-MAH-noh); *la hermana* (lah ehr-MAH-nah); *el abuelo* (ehl ah-

BWEH-loh); *la abuela* (lah ah-BWEH-lah); *el bebé* (ehl beh-BEH). Then introduce your family like a host: *Esta es mi familia* (This is my family): *mi mamá*, *mi papá*, *mi hermana*...

Try it. This week you will draw your family tree, with every person in your family labeled in Spanish, little friend and all, and play a family memory game with picture cards.

PICTURE STUDY



Madre (Mother), Joaquín Sorolla, 1895–1900 · Oil on canvas · Museo Sorolla, Madrid

Image: Wikimedia Commons, public domain

This is Sorolla's wife, Clotilde, with their youngest child, baby Elena, just born. Almost the whole painting is white: white sheets, white pillows, a white wall. But look closely, and the white is full of colors, soft blue, pink, cream and gold, the way white really looks in the light. The mother is resting and smiling, and one arm reaches across the covers toward her baby. Only the baby's little face peeks out of the blankets. Sorolla painted this quiet, happy moment of his own family, and he kept the painting all his life.

Look closely.

- Find the baby. How much of *el bebé* can you see? Is the baby awake or asleep?
- Find *la madre*. Where is her arm reaching? What does that tell you about how she feels?
- What color is almost everything in the painting? Say it in Spanish: ¡Blanco! Now look closely: what other colors can you find hiding in the white?

- Look at the bottom right corner for Sorolla's signature.

Talk about it.

1. Sorolla grew up without his own mother. Why do you think he wanted to paint this picture of his wife and baby?
2. Why do you think he made almost everything white and quiet, instead of bright and busy?
3. If you painted a picture of your own family, what moment would you choose to paint?

ACTIVITY

My family tree

Today you draw a family tree with your whole family on its branches, and label everyone in Spanish, little friend and all.

You will need:

- A large sheet of paper
- Crayons or markers, and a pencil
- 7 index cards for flashcards (and 7 more for the memory game)
- A family photo, if you have one to look at

Steps:

1. Make seven flashcards: la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el bebé. Write the word with its little friend on the front, and draw the person on the back.
2. Draw a big tree with a strong trunk and branches. Near the top, draw your grandparents; in the middle, your parents; near the bottom, you and your brothers and sisters (and any baby!).
3. Under each person, write his or her name, and under the name write the Spanish word: el abuelo, la abuela, el padre, la madre, el hermano, la hermana, el bebé.
4. Draw yourself too, and write Yo (me) under your picture.
5. Color the tree. Use your Spanish colors and say them as you go: verde for the leaves, and the colors of everyone's clothes.
6. Show your tree to your family. Point to each person and say: Esta es mi abuela. Este es mi papá...

Tips:

- Always write and say the little friend with the word: la abuela, not just abuela, on your tree labels.
- Hermano has a quiet h: ehr-MAH-noh.
- If someone in your family is missing from this list, like an aunt or a cousin, draw them anyway and write their name; you will learn those words later.

Check your work:

- I made seven family flashcards, each with its little friend.
- My family tree shows my family with names and Spanish labels.
- I can say mamá and papá leaning on the last part.
- I introduced my family in Spanish: Esta es mi familia.

SPANISH NOTEBOOK

1. Copy the seven family words with their little friends, one on each line: la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el bebé.
2. Draw Sorolla's painting Madre, the mother and the baby in the big white bed, and label them la madre and el bebé.
3. Write Esta es mi familia at the top of a page, and draw your family below it with labels.
4. Copy mamá and papá in your best letters, with their accent marks.

WORKED EXAMPLES

Example 1. Point to your grandmother in a photo and say who she is in Spanish.

1. Grandmother in Spanish is abuela.
2. Bring the little friend: la abuela.
3. Or, for your own grandmother, say mi abuela (my grandmother).

Answer: La abuela (or: Es mi abuela, she is my grandmother).

Example 2. How do you say mom and dad the Spanish way?

1. Mom is mamá; dad is papá.
2. Lean on the last part: mah-MAH, pah-PAH.
3. When you write them, add the accent marks.

Answer: Mamá (mah-MAH) and papá (pah-PAH).

Example 3. You have one brother and one sister. Name them in Spanish with their little friends.

1. Brother is hermano, with el: el hermano.
2. Sister is hermana, with la: la hermana.
3. Remember the quiet h: ehr-MAH-noh, ehr-MAH-nah.

Answer: El hermano and la hermana.

PRACTICE

[EASY] **1.** What does la madre mean?

Answer: The mother.

[EASY] **2.** How do you say the baby in Spanish?

Answer: El bebé.

[EASY] **3.** What does el abuelo mean?

Answer: The grandfather.

[MEDIUM] **4.** Say the Spanish words for brother and sister, with their little friends.

Answer: El hermano, la hermana.

[MEDIUM] **5.** What are the two ways to say mother in Spanish? And father?

Answer: La madre and mamá; el padre and papá.

[MEDIUM] **6.** Who was Joaquín Sorolla, and who is in his painting Madre?

Answer: A Spanish painter who loved his family and painted them all his life. Madre shows his wife Clotilde with their newborn baby, Elena.

[HARD] **7.** Point to each person in your family tree and name them in Spanish, with their little friends.

Answer: The student names each person correctly: la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el bebé, as fits the family.

[CHALLENGE] **8.** Introduce your family as if a visitor had just arrived: start with the greeting, then *Esta es mi familia*, then name each person.

Answer: Example: ¡Hola! ¡Buenos días! Esta es mi familia: mi mamá, mi papá, mi hermano, mi hermana, mi abuela... Any introduction that uses the right words counts.

COMMON MISTAKES

- Dropping the little friend: saying just *madre* or *abuelo* when learning the word. Always learn and say it with *la* or *el*: *la madre*, *el abuelo*.
- Saying *mamá* and *papá* the English way, MAH-mah. In Spanish they lean on the last part: mah-MAH, pah-PAH.
- Saying the *h* in *hermano*. Spanish *h* is always quiet: ehr-MAH-noh.
- Mixing up *abuelo* and *abuela*. *Abuelo* (ending in *o*) is grandfather; *abuela* (ending in *a*) is grandmother; and the same goes for *hermano* and *hermana*.

From history. Sorolla's house in Madrid, with the garden you saw in Unit 3, is now a museum, the Museo Sorolla. After the painter died, his wife Clotilde gave the house and many of his paintings to Spain, so that everyone could visit. You can walk through the rooms where the family lived and see the paintings of Clotilde and the children hanging on the walls, close to where they were painted.

Make it a game: La Familia Memory. Make a second set of seven cards with only pictures: a mother, a father, a brother, a sister, a grandfather, a grandmother and a baby. Mix them with the seven word cards and lay all fourteen face down on the table. Take turns flipping two cards. If you flip a word and its matching picture, say the word out loud with its little friend (*la abuela!*) and keep the pair. If they do not match, say whatever you flipped in Spanish and turn them back over. Whoever has the most pairs at the end wins.

“Lo, children are an heritage of the LORD: and the fruit of the womb is his reward.” (Psalm 127:3, KJV)

*In the Spanish Bible this verse begins *He aquí, herencia de Jehová son los hijos*: behold, children are a heritage from the Lord. A heritage is a precious gift handed down. Every baby, every brother and sister, every family is a gift from God, and Sorolla painted his family as the treasure it was.*

4.2 On the Table

OBJECTIVES

- Name seven things on the table in Spanish: el pan, la leche, el agua, la fruta, la sopa, los huevos, la mesa.
- Say ¡Buen provecho! at mealtime and the table grace Gracias, Señor, por el pan.
- Make a placemat labeled in Spanish.
- Tell what a bodegón is and about the painter Luis Meléndez.

Warm-up. Play La Familia Memory once, saying every word with its little friend. Then go to the kitchen with your parent. Open the refrigerator or the pantry and find five things you eat or drink every day. Say what they are in English. Today you will learn to name them in Spanish, and to thank God for them in Spanish too.

Watch: Comida [Learn the names of foods in Spanish!] - Calico Spanish Songs for Kids

Calico Spanish for Kids · 1:36

<https://www.youtube.com/watch?v=xQySL95OIzM>

When to watch: After the How Spanish works paragraph, before Say it out loud. It is short: watch it twice, and touch your tummy every time you hear a food you know.

Note: Comida means food. A short, bright Calico Spanish song naming foods in Spanish. It may name some foods that are not in this lesson; listen for the ones that are.

Backup video: Foods in Spanish | Spanish Learning for Kids

Homeschool Pop · 10:50

<https://www.youtube.com/watch?v=JpJn7aUXGTM>

When to watch: For a rainy day or extra practice: a longer Homeschool Pop lesson that names many foods in Spanish. It is almost eleven minutes and teaches far more foods than this lesson, so you do not need to watch it all; stop after a few minutes, or watch it in two sittings.

KEY TERMS

el pan, la leche, el agua (ehl PAHN, lah LEH-cheh, ehl AH-gwah)

The bread, the milk, the water. Water always says el agua.

la fruta, la sopa (lah FROO-tah, lah SOH-pah)

The fruit, the soup. Careful: sopa looks like soap, but it is soup!

los huevos (lohs WEH-bohs)

The eggs. The h is quiet and the v is soft: WEH-bohs.

la mesa (lah MEH-sah)

The table, where the family gathers to eat.

¡Buen provecho! (bwehn proh-BEH-choh)

Enjoy your meal! A friendly wish said to people who are eating, at the start of a meal or when you pass someone at the table.

CORE IDEAS

The story. About four hundred years ago, painters in Spain began to paint something surprising. Instead of only kings and saints and battles, they painted plain, ordinary food: a loaf of bread, a bunch of grapes, a clay jug, a bowl of eggs, set on a table or a kitchen shelf. They painted it so carefully and so truly that you feel you could reach in and take a bite. In Spain this kind of painting is called a **bodegón**, from bodega, a pantry where food is kept. The greatest bodegón painter of all was **Luis Meléndez**, who lived in Madrid about two hundred and fifty years ago. Meléndez hoped to become the king's own painter, but the job always went to someone else, and he was never rich. Still, he painted a whole series of still lifes for the prince of Spain, showing the good foods that grew in the country: bread, fruit, cheese, melons, fish, oranges and pears. Today his paintings hang in the Prado, the great museum in Madrid, and in museums all over the world. In the painting for this lesson you can see crusty bread, golden pears and a wedge of cheese on a plain wooden table: the kind of food that God gives every family day by day.

How Spanish works: the table. Here are seven words for the table, each with its little friend: **el pan** (the bread), **la leche** (the milk), **el agua** (the water), **la fruta** (the fruit), **la sopa** (the soup), **los huevos** (the eggs), and **la mesa** (the table itself). Notice los huevos: when there are many eggs, the little friend changes to los. And water always says el agua. Two sound reminders: the h in huevos is quiet, as always, so it sounds like WEH-bohs; and the ch in leche sounds like the ch in church: LEH-cheh. Watch out for la sopa: it looks like soap, but in Spanish it is soup!

At a Spanish-speaking table. When people sit down to eat in Spain or Latin America, they often wish each other **¡Buen provecho!**, which means enjoy your meal, or may it do you good. If you walk past someone eating, it is polite to say it to them too. In many Spanish-speaking homes, the biggest meal of the day is in the middle of the day, and after the food is finished, the family stays at the table talking, laughing and telling stories. This lingering has its own name: the *sobremesa*, the time over the table. And many families begin the meal by thanking God. Here is a short Spanish grace you can say: **Gracias, Señor, por el pan.** Thank you, Lord, for the bread. You already know gracias; Señor means Lord.

Say it out loud. Touch each thing on your table, or a picture of it, and say it after your parent: *el pan* (ehl PAHN), *la leche* (lah LEH-cheh), *el agua* (ehl AH-gwah), *la fruta* (lah FROO-tah), *la sopa* (lah SOH-pah), *los huevos* (lohs WEH-bohs), *la mesa* (lah MEH-sah). Then fold your hands and say the grace slowly: *Gracias, Señor, por el pan. Amén.* (GRAH-syahs, seh-NYOR, por ehl PAHN. ah-MEHN.) And when the food is served, smile and say: *¡Buen provecho!* (bwehn proh-BEH-choh).

Try it. This week you make a Spanish placemat with the foods of the table drawn and labeled, with the table grace written across the top. Then you use it at a real meal, naming everything and saying the grace.

PICTURE STUDY



Still Life with Bread, Pears and Cheese, Luis Egidio Meléndez, c. 1760–1775 · Oil on canvas · Museo del Prado, Madrid
Image: Wikimedia Commons, public domain

Luis Meléndez painted this bodegón for the prince of Spain more than two hundred and fifty years ago. Everything in it is plain and ordinary, and that is exactly the point. Two loaves of bread sit at the back, one torn open, with crusts so crunchy you can almost hear them. In front of them is a crowd of golden pears with brown freckles, some with long curly stems. A wedge of cheese sits at the front, a little wooden cask stands behind, and a tall clay jug, perhaps full of cool water, wears a

white bowl upside down on its top like a hat. The background is dark, so all the light falls on the food.

Look closely.

- Find el pan. How many loaves can you see? Is one of them torn open?
- Count the pears in Spanish: uno, dos, tres... (Some hide behind others; most people count siete or ocho.) Pear is pera in Spanish; pears are a kind of fruta.
- Find the wedge of cheese (in Spanish, el queso) and the tall clay jug. What might be inside the jug?
- Find la mesa. What is the table made of? Look at its front edge, close to you.

Talk about it.

1. Why do you think Meléndez wanted to paint ordinary food, instead of something grand and fancy?
2. Which food in this painting would you most like to eat? Name it in Spanish if you can.
3. Jesus taught us to pray for our daily bread. Why is it good to thank God even for plain bread and pears?

ACTIVITY

The Spanish placemat

Today you make a placemat for your own place at the table, with the foods drawn and labeled in Spanish and the table grace across the top. Then you use it at a real meal.

You will need:

- A large sheet of paper (about the size of a placemat)
- Crayons or markers, and a pencil
- 7 index cards for flashcards
- Clear packing tape to cover the placemat, if you have it (optional)

Steps:

1. Make seven flashcards: el pan, la leche, el agua, la fruta, la sopa, los huevos, la mesa. Word with its little friend on the front, a drawing on the back.
2. Across the top of your placemat, write the grace in your best letters: Gracias, Señor, por el pan.

3. In the middle, draw a plate. Around it draw a glass of milk, a glass of water, a bowl of soup, a piece of bread, a bowl of fruit and some eggs.
4. Label each drawing in Spanish with its little friend: la leche, el agua, la sopa, el pan, la fruta, los huevos. Write la mesa along the bottom edge.
5. Color everything, and around the edge write ¡Buen provecho! Cover it with clear tape if you like, so it lasts.
6. Use it at a real meal: name every food on the table that you know in Spanish, say the grace, and wish everyone ¡Buen provecho!

Tips:

- Huevos begins with a quiet h: WEH-bohs. Say it like the start of the word wet.
- Water is el agua. It sounds a little surprising, but that is how Spanish always says it.
- Fold your hands and say the grace slowly and sincerely. You are really talking to God.

Check your work:

- I made seven table flashcards, each with its little friend.
- My placemat has all seven words labeled in Spanish, and the grace across the top.
- I can say Gracias, Señor, por el pan and ¡Buen provecho!
- I used my placemat at a real meal and named the foods in Spanish.

SPANISH NOTEBOOK

1. Copy the seven table words with their little friends, one on each line: el pan, la leche, el agua, la fruta, la sopa, los huevos, la mesa.
2. Copy the table grace in your best letters and draw a loaf of bread under it: Gracias, Señor, por el pan.
3. Draw your own bodegón: set three foods on a table and draw them carefully, the way Meléndez did. Label them in Spanish.
4. Write ¡Buen provecho! with both of its exclamation marks, and draw your family at the table.

WORKED EXAMPLES

Example 1. At breakfast there is milk, bread and eggs. Name them in Spanish.

1. Milk is la leche.
2. Bread is el pan.
3. Eggs are los huevos, with a quiet h.

Answer: La leche, el pan, los huevos.

Example 2. Your family sits down to supper. What do you say before eating?

1. First, thank God: Gracias, Señor, por el pan.
2. Close with amén.
3. Then, as the food is served, wish everyone a good meal: ¡Buen provecho!

Answer: Gracias, Señor, por el pan. Amén. ¡Buen provecho!

Example 3. Your little brother asks for water. Help him ask in Spanish.

1. Water is el agua.
2. Add the magic word from Unit 1: por favor.
3. When he gets it, he says gracias.

Answer: Agua, por favor. ... ¡Gracias!

PRACTICE

[EASY] **1.** What does el pan mean?

Answer: The bread.

[EASY] **2.** How do you say the milk in Spanish?

Answer: La leche.

[EASY] **3.** What does la mesa mean?

Answer: The table.

[MEDIUM] **4.** Name the eggs, the water and the fruit in Spanish, with their little friends.

Answer: Los huevos, el agua, la fruta.

[MEDIUM] **5.** La sopa looks like an English word, but it means something else. What does it mean?

Answer: Soup (not soap!).

[MEDIUM] **6.** Say the Spanish table grace and tell what it means.

Answer: Gracias, Señor, por el pan: thank you, Lord, for the bread.

[HARD] **7.** What is a bodegón, and who was Luis Meléndez?

Answer: A Spanish still-life painting of plain food and kitchen things. Meléndez was the greatest Spanish painter of bodegones, who lived in Madrid about two hundred and fifty years ago and painted bread, fruit and cheese so truly you could almost eat them.

[CHALLENGE] **8.** Lead a real meal in Spanish: say the grace, wish everyone ¡Buen provecho!, and name every food on the table that you know in Spanish.

Answer: Gracias, Señor, por el pan. Amén. ¡Buen provecho! ... and the names of the foods (el pan, la leche, el agua, la fruta, la sopa, los huevos) as they appear on the table.

COMMON MISTAKES

- Saying the h in huevos. It is quiet: WEH-bohs.
- Saying la agua. Spanish always says el agua; just learn it as one piece.
- Thinking sopa means soap. Sopa is soup; it is one of the funny look-alike words.
- Saying buen provecho at the end of the meal like goodbye. It is a wish for the meal itself: say it when the food is served or when you see someone eating.

From history. Chocolate came to Spain from Mexico. The Aztecs made a bitter drink from cacao beans, and the Spanish who arrived in Mexico learned to drink it too, then added sugar and cinnamon to sweeten it. Hot chocolate became a favorite all over Spain. Today many Spanish families still enjoy thick hot chocolate with churros, long fried pastries, for a special breakfast or an afternoon treat.

Make it a game: ¿Qué Falta? (What's Missing?). Set five to seven real foods or picture cards on the table: bread, a cup of milk, a glass of water, a piece of fruit, an egg, a can of soup. Name them all together in Spanish. Then the player closes his or her eyes while the parent takes one thing away and asks: ¿Qué falta? (What's missing?) The player opens his or her eyes and names the missing thing in Spanish, with its little friend: ¡El pan! One point for each right answer. Switch roles, and for a harder round take away two things at once.

“Give us this day our daily bread.” (Matthew 6:11, KJV)

In the Spanish Bible this line of the Lord's Prayer is El pan nuestro de cada día, dánoslo hoy: our bread of each day, give it to us today. There is your new word, el pan! When you say Gracias, Señor, por el pan, you are thanking God for answering this very prayer.

Unit 4 review

Ask each question out loud; the student answers out loud. The review is worth 30 points. A parent writes down the answers.

1. (5 pts) Say the Spanish words for mother, father, brother and sister, with their little friends.

Answer: La madre, el padre, el hermano, la hermana.

2. (5 pts) What do these mean: el abuelo, la abuela, el bebé? How do you say mom and dad the Spanish way?

Answer: The grandfather, the grandmother, the baby. Mamá and papá (mah-MAH, pah-PAH).

3. (5 pts) Name these in Spanish, with their little friends: the bread, the milk, the water, the table.

Answer: El pan, la leche, el agua, la mesa.

4. (5 pts) What do these mean: la fruta, la sopa, los huevos?

Answer: The fruit, the soup, the eggs.

5. (5 pts) Say the Spanish table grace and the Spanish wish for a good meal, and tell what each means.

Answer: Gracias, Señor, por el pan: thank you, Lord, for the bread. ¡Buen provecho!: enjoy your meal.

6. (5 pts) Tell about one of this unit's painters: Sorolla, who painted his family, or Meléndez, who painted bread and fruit.

Answer: Sorolla: a Spanish painter who lost his parents as a baby, married Clotilde and had three children, and painted his family all his life, as in Madre, his wife with their newborn baby. Or Meléndez: the greatest Spanish painter of bodegones, still lifes of plain food like bread, pears and cheese, painted so truly you could almost eat them.

Unit challenge: Set the table and bless it

Tonight you are in charge of the family table. Before supper, set the table with your parent's help, and as you put each thing in its place, name it out loud in Spanish: la mesa as you wipe it, then the plates and cups, then el agua and la leche as you pour, el pan, la fruta, la sopa or los huevos as they arrive. Put a sticky note with the Spanish word on each thing you can name, and lay your Spanish placemat at your own place. When everyone sits down, greet each family member by his or her Spanish family word (¡Hola, papá! ¡Hola, abuela!). Then ask everyone to fold their hands, and lead the grace: Gracias, Señor, por el pan. Amén. When the food is served, say ¡Buen provecho! to the whole table. After the meal, have a little sobremesa: stay at the table and tell your family the story of the painter who painted bread so real you could eat it.

Look for	What it means
The table named	The student named at least five things on the table in Spanish, with their little friends, and labeled them with sticky notes.
The family named	The student greeted each family member by his or her Spanish family word.
The grace	The student led Gracias, Señor, por el pan clearly and reverently, and said ¡Buen provecho! when the food was served.
The sobremesa story	After the meal, the student told the family about Meléndez or Sorolla in his or her own words.

Sing It!

God made the animals, and He gave each one its own voice. In Lesson 5.1 you visit a farmyard full of horses, hens and pigs, painted by an English painter who loved animals, and learn the Spanish words for six animal friends: el perro, el gato, el pájaro, el pez, el caballo and la vaca. You will also discover something funny: the animals sound the same everywhere in the world, but every language hears them a little differently. In Spanish the dog says ¡guau, guau!, the cat says ¡miau! and the rooster crows ¡quiquiriquí!

In Lesson 5.2 you learn to sing Cristo me ama, the Spanish words of Jesus Loves Me. For five hundred years children have sung praises to God across the Americas, in mission churches, village chapels and city churches, and they still sing this very song on Sunday mornings today. When you sing it, you join them. Then comes the grand finale of the whole quarter: El Concierto, a little concert you host for your family, where you sing, count, name colors and teach the family the Spanish words you love best.

PREREQUISITES

- Units 1–4: greetings, magic words, numbers to ten, eight colors, the family and the table
- Can say most words with their little friends (el perro, la vaca)
- The flashcard deck so far: 42 cards, played at the start of every session

MASTERY CHECKLIST

- I can name six animals in Spanish with their little friends: el perro, el gato, el pájaro, el pez, el caballo, la vaca.
- I can make the Spanish animal sounds: ¡guau, guau!, ¡miau!, ¡quiquiriquí!, ¡muu!, ¡pío, pío!
- I can explain that animals sound the same everywhere, but each language writes and says their sounds a little differently.
- I can sing the first verse and the chorus of Cristo me ama, and tell what the words mean.
- I can tell that children have sung praises to God across the Americas for five hundred years.
- I hosted El Concierto for my family: singing, counting, naming colors and teaching Spanish words.

OPTIONAL BOOKS AND RESOURCES

- **A children's picture Bible in Spanish (Biblia para niños):** Many libraries have one, and church libraries often do too. Look at the pictures of Noah's ark, the creation of the animals and Jesus blessing the children, and hunt for the Spanish words you know: el perro, el caballo, la vaca, los niños, Dios.

- **School Launch Spanish, grades 4–8** — </courses/spanish/>: Free, from our own shelf: the road ahead. The next grades build on everything learned this quarter, and in Grade 5 the student begins to see how Spanish works from the inside: el and la, verbs and real sentences.

5.1 Animal Friends

OBJECTIVES

- Name six animals in Spanish with their little friends: el perro, el gato, el pájaro, el pez, el caballo, la vaca.
- Make the Spanish animal sounds: the dog's iguau, guau!, the cat's imiau!, the rooster's ¡quiquiriquí!
- Explain why every language hears and writes animal sounds a little differently.
- Find and name the animals in a farmyard painting.

Warm-up. Play ¿Qué falta? once with your table cards. Then make the sound of a dog, a cat, a cow and a rooster. Woof! Meow! Moo! Cock-a-doodle-doo! Now here is a riddle: does a dog in Mexico bark the same as a dog in your town? Of course it does! But a Mexican child would say it differently. Today you learn the Spanish names of six animal friends and the Spanish way of hearing their voices.

Watch: The Farm - La granja - Calico Spanish Songs for Kids

Calico Spanish for Kids · 3:20

<https://www.youtube.com/watch?v=FXr6QTZKPuA>

When to watch: After the story, before Say it out loud. Make each animal's sound when it appears in the song.

Note: La granja means the farm. A Calico Spanish song about farm animals, all in Spanish. You will hear el perro, el gato, el caballo and la vaca; el pez and el pájaro may not appear in the song, so the lesson teaches those two.

Backup video: Los Animales En La Granja | Canciones infantiles

Super Simple Español - Canciones Infantiles Y Más · 3:11

<https://www.youtube.com/watch?v=hnhdU5hFufo>

When to watch: On the second or third day: another all-Spanish farm-animal song, the animals on the farm. Listen for the animal sounds and copy them. Like the first video, it may not include the fish or the bird.

KEY TERMS

el perro, el gato (ehl PEH-rroh, ehl GAH-toh)

The dog, the cat. The rr in perro is a big rolled drumroll.

el pájaro (ehl PAH-hah-roh)

The bird. It leans on the first part, and the accent mark shows it. The j is a breathy h.

el pez (ehl PEHS)

The fish, a living fish swimming in the water. In the Americas the z sounds like s.

el caballo, la vaca (ehl kah-BAH-yoh, lah BAH-kah)

The horse, the cow. The ll in caballo sounds like y, and the v in vaca is soft, almost a b.

animal sounds

The words people use for animals' voices. The animals sound the same everywhere, but each language hears them a little differently: woof in English, guau in Spanish.

CORE IDEAS

The story. Here is something surprising: animals do not speak English. A dog in Mexico, a dog in Spain and a dog in your own town all bark exactly the same way. But people in different countries hear that bark a little differently, and they write it down in their own letters. An English-speaking child says the dog goes woof, woof. A Spanish-speaking child says the dog goes **iguau, guau!** (GWOW, GWOW). In Japan, children say the dog goes wan, wan! The rooster is even funnier. In English he crows cock-a-doodle-doo. In French he says cocorico. And in Spanish he sings **iquiquiriquí!** (kee-kee-ree-KEE). So in a way, animals speak every language. The painting for this lesson was made by John Frederick Herring, an English painter who drove stagecoaches when he was young and fell in love with horses. He spent his whole life painting horses, farmyards and animals. Every horse, hen and pig in his farmyard would sound exactly the same to a child in Spain; the child would just use Spanish words to say so.

How Spanish works: six animal friends. Here are your animals, each with its little friend: **el perro** (the dog), **el gato** (the cat), **el pájaro** (the bird), **el pez** (the fish), **el caballo** (the horse), and **la vaca** (the cow). Each one has a sound to practice. Perro has the double rr, the biggest drumroll in Spanish: PEH-rroh. Pájaro has an accent mark on the first a, so you lean on the start: PAH-hah-roh, and the j is a breathy h. Pez ends with z, which sounds like s: PEHS. Caballo has the ll that sounds like y: kah-BAH-yoh. And vaca has a soft v, almost a b: BAH-kah. You already know one more animal from Unit 2: la gallina, the hen, from la gallina ciega!

What the animals say in Spanish. *El perro* says **iguau, guau!** *El gato* says **imiau!** (MYOW). *La vaca* says **imuu!** (MOO). *El pájaro* sings **ipío, pío!** (PEE-oh, PEE-oh). The rooster, *el gallo*, crows **iquiquiriquí!** And what about *el caballo*? In Spanish we say the horse relincha, neighs, and a Spanish child whinnies just the way you do. And *el pez*, the fish? The fish says nothing at all! It just blows little bubbles: Spanish children say glu, glu, glu.

Say it out loud. Say each animal after your parent, then make its sound: *el perro* (ehl PEH-rroh), iguau, guau!; *el gato* (ehl GAH-toh), imiau!; *el pájaro* (ehl PAH-hah-roh), ipío, pío!; *el pez* (ehl PEHS), glu, glu; *el caballo* (ehl kah-BAH-yoh), a happy whinny; *la vaca* (lah BAH-kah), imuu! Now mix in your colors: point to a picture of a dog and say *el perro*... ¿De qué color es? ¡Negro!

Try it. This week you make paper-plate masks for your animal friends, with each animal's name on the back, and put on an animal parade where every animal is named and speaks in Spanish.

PICTURE STUDY



The Farmyard, John Frederick Herring Sr., Mid-1800s · Oil on canvas · Sarjeant Gallery, Whanganui, New Zealand
Image: Wikimedia Commons, public domain

John Frederick Herring was an English painter who drove stagecoaches as a young man and spent the rest of his life painting the animals he loved, especially horses. Here three horses have come to eat at a feed stall with a roof made of straw, called thatch. Hens and a rooster peck for seeds in the straw at their feet, pigs rest in the sun at the left, and little birds perch on the roof. Far away on the left, you can just see a church tower. It is an English farm, but if a Spanish child walked into it, every animal would sound exactly the same, and the child would name them all in Spanish.

Look closely.

- Count the horses in Spanish: uno, dos, tres. One is white, one is black and one is reddish brown. Say the white one and the black one in Spanish: ¡blanco! ¡negro!
- Find the hens (in Spanish, las gallinas) and the rooster (el gallo). What would the rooster crow in Spanish?

- Look on the thatched roof for los pájaros, the little birds. How many can you find?
- Find the pigs at the left, and the church tower far away in the distance. What sounds would you hear if you stood in this farmyard?

Talk about it.

1. Herring was English, but this lesson says animals speak every language. What does that mean?
2. Which animal in this painting would you most like to take care of? Name it in Spanish if you can.
3. God made every animal and gave each its own voice. Which animal sound do you think is the happiest?

ACTIVITY

Paper-plate animal masks

Today you make masks for your six animal friends and hold an animal parade, where every animal is named and speaks in Spanish.

You will need:

- 6 paper plates (or circles of stiff paper)
- Crayons or markers, scissors, tape, and craft sticks or rolled-up paper for handles
- 6 index cards for flashcards

Steps:

1. Make six flashcards: el perro, el gato, el pájaro, el pez, el caballo, la vaca. Word with its little friend on the front; draw the animal on the back.
2. On each paper plate, draw and color one animal's face: a dog, a cat, a bird, a fish, a horse and a cow. With a parent's help, cut out two eye holes.
3. On the back of each mask, write the animal's Spanish name with its little friend, and its Spanish sound: el perro, ¡guau, guau!
4. Tape a handle to the bottom of each mask.
5. Animal parade: hold up each mask in turn, walk across the room like that animal, and announce it: ¡Soy el perro! ¡Guau, guau! (Soy means I am.)
6. Let each family member choose a mask, and help them say its name and sound in Spanish.

Tips:

- For the rr in perro, try a growl first, grrr, then put it in the word: PEH-rrrrroh.
- Pájaro leans on the first part: PAH-hah-roh, not pah-HAH-roh.
- The fish mask is the quietest one in the parade: just blow bubbles, glu, glu, glu.

Check your work:

- I made six animal flashcards, each with its little friend.
- I made six masks with the Spanish name and sound on the back.
- I can name all six animals and make their Spanish sounds.
- I led an animal parade and helped my family say the animal names.

SPANISH NOTEBOOK

1. Copy the six animals with their little friends, one on each line: el perro, el gato, el pájaro, el pez, el caballo, la vaca.
2. Draw a farmyard with your six animals, and write each one's Spanish sound in a speech bubble: iguau, guau!, imiau!, ipío, pío!, glu, glu, imuu!
3. Draw the three horses from Herring's painting and label their colors in Spanish.
4. Make a two-column chart of animal sounds: English on one side (woof, meow, moo, cock-a-doodle-doo), Spanish on the other (guau, miao, muu, quiquiriquí).

WORKED EXAMPLES

Example 1. You see a cow in a field. Name it in Spanish and say what it says.

1. Cow is vaca, and its little friend is la: la vaca.
2. The v is soft: lah BAH-kah.
3. In Spanish the cow says imuu!

Answer: La vaca. ¡Muu!

Example 2. How does a Spanish-speaking child say the rooster's crow?

1. In English: cock-a-doodle-doo.
2. In Spanish the rooster sings with ee sounds: quiquiriquí.
3. Lean on the very last part: kee-kee-ree-KEE.

Answer: ¡Quiquiriquí!

Example 3. Your pet goldfish is swimming in its bowl. Name it in Spanish, with its color.

1. A living fish is el pez.
2. A goldfish is orange or yellow-gold; use the color you know: amarillo.
3. Say the animal, then the color.

Answer: El pez... ¡amarillo! (And it says nothing but glu, glu.)

PRACTICE

[EASY] **1.** What does el perro mean?

Answer: The dog.

[EASY] **2.** How do you say the cat in Spanish?

Answer: El gato.

[EASY] **3.** What does el caballo mean?

Answer: The horse.

[MEDIUM] **4.** Name the bird, the fish and the cow in Spanish, with their little friends.

Answer: El pájaro, el pez, la vaca.

[MEDIUM] **5.** What does the dog say in Spanish? And the cat?

Answer: ¡Guau, guau! and ¡miau!

[MEDIUM] **6.** Do dogs in Mexico bark differently from dogs here? Explain.

Answer: No. Dogs bark the same everywhere; people just hear and write the sound differently in each language: woof in English, guau in Spanish.

[HARD] **7.** Your parent makes an animal sound the Spanish way. Name the animal in Spanish: (a) imuu! (b) ipío, pío! (c) iguau, guau!

Answer: (a) la vaca (b) el pájaro (c) el perro.

[CHALLENGE] **8.** Look at Herring's farmyard painting. Name every animal you can in Spanish, say how many there are of each, and give one color.

Answer: Example: tres caballos (one blanco, one negro, one reddish brown); hens and a rooster (las gallinas, el gallo); los pájaros on the roof. Any correct names, numbers and colors count.

COMMON MISTAKES

- Saying perro with a single tapped r. The double rr is a long drumroll: PEH-rroh. (With a single r, pero means but!)
- Leaning on the wrong part of pájaro. The accent mark says lean on the start: PAH-hah-roh.
- Forgetting the little friend la with vaca. It is la vaca, not el vaca.
- Saying the ll in caballo like an l. It sounds like y: kah-BAH-yoh.

From history. Before Columbus, there were no horses or cattle anywhere in the Americas. Spanish ships brought the first ones, and some escaped and ran wild. The wild mustangs of the American West came from Spanish horses, and the famous Texas longhorn cattle came from Spanish cows. The Spanish cowboys who herded the cattle were called vaqueros, from vaca, cow, and English-speaking cowboys turned vaquero into a word of their own: buckaroo!

Make it a game: ¿Quién Soy? (Who Am I?). One player secretly picks an animal and makes only its Spanish sound, ¡miau!, or acts it out silently for el pez. Everyone else guesses in Spanish, with the little friend: ¡El gato! The first right guess wins a point and becomes the next animal. For a harder round, the animal gives a color clue too: ¡Guau, guau! ¡Negro! and the guesser must answer el perro negro. For the hardest round, the player says only a number and makes a sound that many times, ¡muu, muu, muu!, and the guesser says ¡Tres vacas!

“And God made the beast of the earth after his kind, and cattle after their kind, and every thing that creepeth upon the earth after his kind: and God saw that it was good.” (Genesis 1:25, KJV)

In the Spanish Bible this verse ends Y vio Dios que era bueno: and God saw that it was good. The dog, the cat, the bird, the fish, the horse and the cow were all His idea, and every one of them was good.

5.2 Cristo Me Ama

OBJECTIVES

- Sing the first verse and chorus of Cristo me ama, the Spanish Jesus Loves Me.
- Tell what the Spanish words of the song mean.
- Tell how children have sung praises to God across the Americas for five hundred years.
- Plan and host El Concierto, a family concert of everything learned this quarter.

Warm-up. Play ¿Quién soy? with your animal sounds. Now sing a song you have known since you were very small: Jesus loves me, this I know, for the Bible tells me so. Little ones to Him belong; they are weak, but He is strong. Children all over the world sing this song, in hundreds of languages. Today you learn to sing it in Spanish.

Watch: "Cristo Me Ama" (Jesus Loves Me) Spanish version

Listener Kids · 2:47

https://www.youtube.com/watch?v=YF3VIJiK_ys

When to watch: After the story and the words of the song. Listen once, then sing along again and again; this is the version to learn.

Note: This recording sings the very words printed in this lesson: Cristo me ama, bien lo sé, su Palabra me hace ver. Sing along with it every day this week.

Backup video: Cristo Me Ama - Alaba Kids (Música Cristiana Para Niños)

ALABA KIDS · 2:39

<https://www.youtube.com/watch?v=YHssvLRQuVE>

When to watch: A second, lively children's version for a fun extra listen. Its words are a little different from the ones you are learning (it sings Cristo me ama, yo lo sé, en la Biblia dice que...): another way Spanish-speaking children sing the same song. Enjoy it, but learn the words from the lesson and the first video.

KEY TERMS

Cristo me ama (KREES-toh meh AH-mah)

Christ loves me: the Spanish name of Jesus Loves Me.

bien lo sé (BYEHN loh SEH)

I know it well: this I know.

su Palabra (soo pah-LAH-brah)

His Word: the Bible, God's Word.

la Biblia dice así (lah BEE-blyah DEE-seh ah-SEE)

The Bible says so: the last line of the chorus.

El Concierto (ehl kohn-SYEHR-toh)

The concert: the little family concert that ends this quarter.

CORE IDEAS

The story. Five hundred years ago, in the 1520s, a missionary named Pedro de Gante sailed from Europe to Mexico. In Mexico City he opened one of the very first schools in all the Americas, and there he taught the children to read, to write, to play instruments and, above all, to sing praises to God. Ever since, children all across the Americas have sung to God: in the mission churches of Mexico and California, in little village chapels in the mountains of South America, and in city churches every Sunday morning. Then, in 1860, far away in New York, a woman named Anna Warner wrote a short poem for children: Jesus loves me, this I know, for the Bible tells me so. A few years later a musician named William Bradbury gave it a tune, and the song flew around the world. Missionaries carried it everywhere they went, and children learned it in language after language. In Spanish it became **Cristo me ama**, and Spanish-speaking children have sung it for well over a hundred years. When you sing it, you join them.

The words of the song. Here is the first verse and the chorus, with what they mean. *Cristo me ama, bien lo sé*, (Christ loves me, this I know well,) *su Palabra me hace ver* (His Word makes me see) *que los niños son de Aquel* (that the children belong to the One) *quien es nuestro amigo fiel*. (who is our faithful friend.) Then the chorus: *Sí, Cristo me ama; sí, Cristo me ama; sí, Cristo me ama; la Biblia dice así*. (Yes, Christ loves me; yes, Christ loves me; yes, Christ loves me; the Bible says so.) Some singers leave out the *sí* at the start of the chorus lines; either way is right.

Old friends in the song. Look how many words you already know! **Sí** is yes, from Unit 1. **Los niños** are the children, with their little friend. **La Biblia** is the Bible. And the Spanish words are a little different from the English ones: the English song says little ones to Him belong, and the Spanish song says the children belong to Him who is our faithful friend. The words change from language to language, but the truth is exactly the same: Jesus loves the children, and the Bible tells us so.

Say it out loud. Before you sing, say the words slowly after your parent, one line at a time: *Cristo me ama, bien lo sé* (KREES-toh meh AH-mah, BYEHN loh SEH), *su Palabra me hace ver* (soo pah-LAH-brah meh AH-seh BEHR), *que los niños son de Aquel* (keh lohs NEE-nyohs sohn deh ah-KEHL), *quien es nuestro amigo fiel* (kyehn ehs NWEHS-troh ah-MEE-goh FYEHL). Remember the h in *hace* is quiet. Then the chorus: *Sí, Cristo me ama... la Biblia dice así* (lah BEE-blyah DEE-seh ah-SEE). Now sing it with the video, every day this week.

Try it. This week you rehearse for El Concierto: you make a program, practice every piece, and get ready to host your family for the grand finale of the quarter.

PICTURE STUDY



The Young Virgin, Francisco de Zurbarán, c. 1632–1633 · Oil on canvas · The Metropolitan Museum of Art, New York
Image: Wikimedia Commons, CCo (public domain)

Nobody knows what Mary, the mother of Jesus, looked like when she was a little girl. The Spanish painter Francisco de Zurbarán imagined her at about your age, sitting at her sewing. She has been embroidering a strip of white cloth on a cushion in her lap, but now she has stopped, folded her hands and lifted her eyes to pray. Pink curtains are drawn back on each side, as if to let us see a quiet moment. Around her lie simple, everyday things: a little table with a book and a pair of scissors, a cup, a basket of white cloth, a few flowers scattered on the floor, and a vase of white lilies and roses. Look very closely in the shadows around her head, and you may find faint little faces of angels.

Look closely.

- Find the girl's hands. What is she doing with them? Where are her eyes looking?

- Name the colors of her clothes in Spanish: her vest (¡azul!), her sleeves (¡blanco!) and her long skirt (¡rojo!). What color are the curtains? (¡Rosado!)
- Find what she was doing before she stopped to pray: look at the cushion in her lap.
- Find the vase of flowers on the right, the little table on the left, and the flowers on the floor. Count the little flowers on the floor in Spanish.

Talk about it.

1. The girl stopped her work to pray. When during your day do you stop to talk to God?
2. Why do you think Zurbarán painted such ordinary things, a sewing cushion, scissors, a basket, around a girl at prayer?
3. The children who sing Cristo me ama pray and sing to the same God this girl is praying to. What would you like to tell Him in your own words today?

ACTIVITY

Rehearsal and the concert program

A good concert needs practice and a program. Today you plan El Concierto, make programs for your audience, and rehearse every piece.

You will need:

- Sheets of paper folded in half to make programs, one for each family member
- Crayons or markers
- Your song card from Unit 3, your color cards and your flashcard deck
- A few colorful things from around the house (a red cup, a blue sock, a yellow banana...)

Steps:

1. Make the programs: on the front of each folded sheet, write El Concierto and your name, and decorate it with music notes and the colors you know.
2. Inside, list the program in order: 1. ¡Hola! (greetings) 2. Uno a diez (counting) 3. Los colores (colors) 4. De colores (song) 5. Lección para la familia (teaching the family) 6. Cristo me ama (song).
3. Rehearse Cristo me ama with the video three times, then once without it.
4. Rehearse De colores with your song card, and count from uno to diez with clapping.
5. Gather your colorful things in a basket for the color part of the show, and practice naming each one.

6. Choose the three words you will teach your family (hola, gracias and buenas noches), and practice how you will teach them.

Tips:

- Bien lo sé leans on the very end: BYEHN loh SEH.
- If you forget a line while singing, keep humming the tune; the next line will come.
- Stand tall, smile and sing to your family, not to the floor. A concert is a gift you give.

Check your work:

- I made a program for each family member.
- I can sing the first verse and chorus of Cristo me ama with the words in front of me, or from memory.
- I rehearsed De colores and counting to ten.
- My basket of colorful things and my three teaching words are ready.

SPANISH NOTEBOOK

1. Copy the first verse and chorus of Cristo me ama in your best handwriting.
2. Under each line, draw a small picture: a heart for Cristo me ama, a Bible for su Palabra, children for los niños, a friend's hand for amigo fiel.
3. Draw the young girl at prayer from Zurbarán's painting and label the colors of her clothes in Spanish.
4. Write a thank-you note to God in English, and sign it with a Spanish word you love: Gracias.

WORKED EXAMPLES

Example 1. What does Cristo me ama, bien lo sé mean?

1. Cristo is Christ.
2. Me ama means loves me.
3. Bien lo sé means I know it well.

Answer: Christ loves me, this I know (well).

Example 2. Which words in the chorus of Cristo me ama do you already know from this quarter?

1. Sing the chorus: Sí, Cristo me ama... la Biblia dice así.
2. Sí is yes, from Unit 1.
3. La Biblia, with its little friend, is the Bible.

Answer: Sí (yes) and la Biblia (the Bible), and you know Cristo (Christ) too.

Example 3. How do you begin El Concierto?

1. Greet your audience, as you learned in Unit 1, with the right greeting for the time of day.
2. Say your name: Me llamo...
3. Announce the concert: ¡El Concierto!

Answer: ¡Hola! ¡Buenas noches! (or ¡Buenos días!) Me llamo... ¡Bienvenidos al concierto! (Welcome to the concert!)

PRACTICE

[EASY] **1.** What is the English name of the song Cristo me ama?

Answer: Jesus Loves Me.

[EASY] **2.** What does la Biblia mean?

Answer: The Bible.

[EASY] **3.** Sing or say the first line of Cristo me ama.

Answer: Cristo me ama, bien lo sé.

[MEDIUM] **4.** What does la Biblia dice así mean?

Answer: The Bible says so.

[MEDIUM] **5.** Who wrote the words of Jesus Loves Me, and when?

Answer: Anna Warner, in 1860.

[MEDIUM] **6.** Who was Pedro de Gante, and what did he teach the children of Mexico?

Answer: A missionary who came to Mexico in the 1520s and opened one of the first schools in the Americas, where he taught children to read, write, play music and sing praises to God.

[HARD] **7.** Sing the whole chorus of Cristo me ama.

Answer: Sí, Cristo me ama; sí, Cristo me ama; sí, Cristo me ama; la Biblia dice así.

[CHALLENGE] **8.** Sing the whole first verse and the chorus of Cristo me ama from memory, then tell what the verse means in English.

Answer: Cristo me ama, bien lo sé, su Palabra me hace ver que los niños son de Aquel quien es nuestro amigo fiel. Sí, Cristo me ama (three times), la Biblia dice así. Meaning: Christ loves me, this I know well; His Word makes me see that the children belong to the One who is our faithful friend. Yes, Christ loves me; the Bible says so.

COMMON MISTAKES

- Saying the h in hace. Spanish h is quiet: AH-seh.
- Singing the English words in your head and getting tangled. The Spanish words say the same truth in a different way; learn them as their own song, line by line.
- Rushing bien lo sé. Lean on the very last word: BYEHN loh SEH.
- Saving all the rehearsing for the day of the concert. Sing a little every day this week, and the song will be ready.

From history. Anna Warner and her sister Susan lived on an island in the Hudson River in New York, near the military academy at West Point. For many years the two sisters taught a Bible class for the young cadets there, and after they died they were buried in the West Point cemetery, among the soldiers they had taught. The little poem Anna wrote in 1860 has now been sung by children in more languages than anyone can easily count.

Make it a game: ¿Qué Canción Es? (What Song Is It?). The parent hums the tune of a song from this quarter without any words: Hola a todos, the counting song, De colores or Cristo me ama. The player names the song and sings its first line in Spanish. One point for the name, two points for the first line. Then switch, and the player hums for the parent. For the last round, everyone sings Cristo me ama together, all the way through.

“But when Jesus saw it, he was much displeased, and said unto them, Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God.” (Mark 10:14, KJV)

In the Spanish Bible Jesus says Dejad a los niños venir a mí: let the children come to me. Los niños, the children, are the same words you sing in Cristo me ama. Jesus welcomed the children, and every child who sings to Him, in any language, is welcome.

Unit 5 review

Ask each question out loud; the student answers out loud. The review is worth 30 points. A parent writes down the answers.

1. (5 pts) Name these animals in Spanish, with their little friends: dog, cat, bird.

Answer: El perro, el gato, el pájaro.

2. (5 pts) Name these animals in Spanish, with their little friends: fish, horse, cow.

Answer: El pez, el caballo, la vaca.

3. (5 pts) What does the dog say in Spanish? The cat? The rooster?

Answer: ¡Guau, guau!, ¡miau!, ¡quiquiriquí!

4. (5 pts) Do animals sound different in different countries? Explain.

Answer: No. Animals sound the same everywhere, but people in each language hear and write their sounds a little differently: woof in English, guau in Spanish.

5. (5 pts) Sing the first verse of Cristo me ama.

Answer: Cristo me ama, bien lo sé, su Palabra me hace ver que los niños son de Aquel quien es nuestro amigo fiel.

6. (5 pts) What does the chorus of Cristo me ama mean, and how long have children sung to God across the Americas?

Answer: Yes, Christ loves me; the Bible says so. Children have sung to God across the Americas for about five hundred years, since missionaries like Pedro de Gante taught them in the 1500s.

Unit challenge: El Concierto

This is the grand finale of the quarter: you host a little concert for your family. Set out chairs in a row, hand each guest a program, and stand in front with your basket of colorful things and your

flashcards. Begin by greeting your audience: ¡Hola! ¡Buenas noches! Me llamo... ¡Bienvenidos al concierto! Then follow your program. Count from uno to diez, clapping on every number. Hold up the colorful things from your basket one at a time, or let family members hold things up, and name each color in Spanish. Sing the first verse of De colores. Next, become the teacher: teach your family hola, gracias and buenas noches, telling what each one means and having everyone say it back to you. Finally, sing Cristo me ama, verse and chorus, as the closing song. At the very end, bow, and when your family claps, say: ¡Gracias! Your family should answer: ¡De nada!

Look for	What it means
The songs	The student sang Cristo me ama (verse and chorus) and the first verse of De colores; looking at the words is fine.
Counting and colors	The student counted from uno to diez and named at least six colors correctly in Spanish.
Teaching the family	The student taught hola, gracias and buenas noches, explained each meaning, and had the family repeat them.
Host and performer	The student greeted the audience in Spanish, followed the program, spoke and sang clearly, and thanked the audience with ¡Gracias!

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