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Grade 4 Spanish

A quarter in which Spanish moves into the house and walks through the year: the flower-filled patios of Córdoba and the first printing press in the Americas, a queen's calendar and the Three Kings, Goya's snowstorm and grape harvest, a cup of chocolate and a shepherd counting his flock, each story opening a door to rooms and school things, the days and months, the weather and the seasons, and first little sentences with hay, me gusta and tengo, until the quarter ends with the Padre Nuestro prayed by heart.

First edition · 5 units · 10 lessons · one quarter

Fabricando fit faber · by making, one becomes a maker

Course guide

This short course brings Spanish home for a fourth grader: into the rooms of the house, onto the school table, across the calendar and out the window to see what the weather is doing. Each lesson is built around a real person, place or object: the flower-filled patio houses of Córdoba, the house in Mexico City where the first printing press in the Americas began work in 1539, a prayer book painted for a queen of Castile, Velázquez's Three Kings kneeling with their gifts, Goya's snowstorm and grape harvest painted for a royal dining room, the chocolate pot of an old Spanish kitchen, the great sheep-roads of the Mesta, and Jesus teaching His friends to pray.

Every lesson follows the same path. First comes **the story**. Then **how Spanish works**: the words and the little patterns the story opens up, explained for a nine- or ten-year-old. Then **say it out loud**, because Spanish is learned by speaking, chanting and praying aloud. Last, **try it**: the student draws the house as a patio house, packs a school in a box, spins a week wheel, hangs a line of months, keeps a weather window, surveys the family's likes and dislikes, counts a flock of beans like a shepherd, and finishes the quarter by leading the family in the Lord's Prayer in Spanish.

By the end of the quarter the student can name the rooms of the house and the things on the school table, each with its little word, *el* or *la*; say the days of the week and the months of the year and tell when his or her birthday is; say what the weather is doing and what season it is; make honest little sentences with *hay* (there is), *me gusta* (I like) and *tengo* (I have); count to twenty; and pray the Padre Nuestro by heart in the words of the Reina-Valera Bible. Grade 3's greetings, numbers, colors, family words and animals are reused in every lesson. Grammar stays gentle: these are patterns to say, not tables to memorize, and Grade 5 is waiting with the rules when the ear is ready for them.

About the videos. Most videos come from trusted teaching channels: Señor Jordan (a Spanish teacher's classic whiteboard lessons and songs, the workhorse of this course), Spanish Playground (gentle stories and conversations for children), Calico Spanish, Rock 'N Learn, Mi Camino Spanish, Rockalingua, Canta Con Jess (songs by a native speaker), Jack Hartmann and Spanish Safari, and for the prayer unit a Reina-Valera Bible-reading channel, SIEMPRE SPANISH and two children's music channels, Mundo Canticuentos and Alaba Kids. Every video was checked for the lesson and for content. A few are made for a slightly older audience; the lesson notes say so. Three of the prayer videos use the traditional wording heard in Catholic churches, another way Spanish-speaking children pray these same words; the lesson notes point out the small differences so the words your student memorizes stay steady. 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 student will hear most in North America. Some channels end with an invitation to subscribe; you can stop the video when the teaching ends.

Who it is for

Written for students in grade 4 (about ages 9–10) who read simple chapter books on their own. Grade 3 Spanish is a happy beginning but not required: the first lessons quietly review the sounds and greetings, and Grade 3 words are glossed as they appear. A parent or teacher reads along, joins the speaking practice and checks the practice answers. Nothing needs to be bought: every activity uses paper, index cards, sticky notes, pencil, crayons, a paper plate, a shoebox 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 about 30 minutes. Session 1 is the warm-up, the video, the teaching and the picture study. Session 2 is the activity and the Spanish notebook. Session 3 is the worked examples, the practice and a recitation: the student says the week's Spanish out loud to 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.** Spanish is learned out loud, a few minutes a day. Open every session with a quick chant of what you own so far: from Unit 2 on, the seven days (lunes, martes, miércoles...); from Unit 3 on, the weather report (¿Qué tiempo hace? Hoy hace sol); from Unit 4 on, the count from once to veinte. In Unit 5 the chant becomes the prayer itself, one more line each day. Five cheerful minutes beat half an hour of silent staring.

3. **Patterns, not tables.** This year's sentences are taught as reliable patterns: Hay un libro (there is a book). Me gusta el chocolate (I like chocolate). Tengo diez años (I am ten years old). The student fills the empty slot with any word from the deck and the pattern does the rest. Do not worry about verb charts yet; Grade 5 opens the engine room. A fourth grader who can say twenty true sentences from three patterns has done exactly this year's work.
4. **Story, then Spanish, then doing.** The core ideas are written to be read aloud or read by the student. The paragraph marked *The story* tells what happened; *How Spanish works* explains the words and the pattern; *Say it out loud* gives the sounds; *Try it* explains the activity. After each paragraph, ask the student to tell it back in his or her own words.
5. **Flashcards and the little words.** Every lesson adds new Spanish words. Make a flashcard for each one (Spanish on the front, English on the back) and keep the growing deck in a box or on a ring. Every noun is written with its little word, el or la, because in Spanish the little word belongs to the noun: la puerta, el libro. Spanish has two words for the, and the student will notice patterns in which nouns take which; Grade 5 will hand over the sorting key. Review the whole deck at the start of Session 2 and Session 3: a card the student gets right three times in a row can move to a weekly pile. By the end of the quarter the deck holds 60 new cards, plus the prayer.
6. **The word list.** The whole course teaches 60 new words and phrases, in this order (each day and month counts as one word; each phrase counts as one). Unit 1, the house and the school, every noun with its little word: la casa, la puerta, la ventana, la cocina, el cuarto, el jardín; el libro, el lápiz, el papel, la silla, la escuela; and hay. Unit 2, the days and the months: lunes, martes, miércoles, jueves, viernes, sábado, domingo; hoy (with ¿Qué día es hoy?), mañana; enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre; and mi cumpleaños. Unit 3, the weather and the seasons: ¿Qué tiempo hace?, hace sol, hace frío, hace calor, llueve, nieva; la primavera, el verano, el otoño, el invierno. Unit 4, little sentences: me gusta / no me gusta (with ¿te gusta?), el queso, el jugo, el chocolate; tengo / tienes / tiene; ¿Cuántos años tienes? Tengo ... años; and the numbers once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte. Unit 5, the Padre Nuestro, learned whole in the words of the Reina-Valera 1960 (Mateo 6:9–13). A few helper words ride along without cards of their own: en (in), y (and), mi (my), un and una (a) and mucho (a lot). Grade 3's words, the greetings, the numbers to ten, the colors, the family, the table and the animals, are reused everywhere and stay in the deck as review.
7. **The Spanish notebook.** Use any notebook for the whole quarter. It holds the vocabulary lists, the patio-house plan, the hay sentences, the week chant, the month line, the weather reports, the like-and-dislike survey, the count to twenty and, at the end, the whole Padre Nuestro in the student's best handwriting. Date every page.

- 8. Write it the Spanish way.** Questions get both their marks (¿Qué tiempo hace?), exclamations get both (¡Hola!), and accent marks are part of the spelling: el jardín, el lápiz, miércoles, sábado, dieciséis. Spanish days and months are written with small letters, lunes and enero, unless they begin a sentence. Writing ñ is easy: write n, then give it its little hat (mañana, cumpleaños, otoño).
- 9. Unit review and unit challenge.** Each unit ends with a short review (30 points), which may be done orally, and a unit challenge: a hay tour of the house, a hand-made family calendar, a week-long weather station on the fridge, a family inventory of tengo sentences, and at last the family prayer evening. Keep the challenge work in a folder.
- 10. La Noche de Oración.** In the last week the student leads a short family prayer evening: he or she prays the Padre Nuestro by heart in Spanish, teaches the family its first line, serves bread for el pan de cada día, and closes the evening with buenas noches.

Scope and sequence

Unit 1: La Casa (weeks 1–2). The patio houses of Andalusia, built around a garden courtyard with the whole family's life around it, open the rooms of the house: la casa, la puerta, la ventana, la cocina, el cuarto, el jardín, each wearing its little word; then the first printing press in the Americas, set up in Mexico City in 1539, brings the school table (el libro, el lápiz, el papel, la silla, la escuela) and the most useful little word in Spanish: hay, there is, there are.

- 1.1 The House with a Heart
- 1.2 School in a Box

Unit 2: Days and Months (weeks 3–4). A prayer book painted for Joanna, queen of Castile, shows how the week was counted five hundred years ago, and the names of the Spanish days turn out to tell stories: lunes is the moon's day, sábado is the Sabbath and domingo the Lord's day; then the Three Kings of Velázquez kneel on January 6, the gift morning of the Spanish-speaking world, and the twelve months march by, with every family birthday in its place: mi cumpleaños.

- 2.1 The Seven Days
- 2.2 The Twelve Months

Unit 3: Weather and the Seasons (weeks 5–6). Young Goya paints a snowstorm for a royal dining room, and Spanish says what the sky is doing in five phrases (hace sol, hace frío, hace calor, llueve, nieva), with hace, it makes, as Spanish's weather word; then the same set of paintings brings the grape harvest, the vendimia, and the four seasons God set turning: la primavera, el verano, el otoño, el invierno.

- 3.1 ¿Qué Tiempo Hace?
- 3.2 The Four Seasons

Unit 4: Little Sentences (weeks 7–8). Chocolate crosses the sea from Mexico to Spain and the whole world, and the student learns to say what pleases: me gusta, no me gusta, ¿te gusta?, with el queso, el jugo and el chocolate; then the shepherds of the Mesta count their flocks on Spain's great sheep-roads, and the student counts from once to veinte and tells what he or she has: tengo, tienes, tiene, and Tengo diez años.

- 4.1 Me Gusta
- 4.2 Tengo

Unit 5: El Padre Nuestro (weeks 9–10). Jesus' friends asked Him how to pray, and He gave them the prayer Spanish-speaking children have prayed for five hundred years: the student learns

the Padre Nuestro phrase by phrase in the words of the Reina-Valera Bible, spotting old friends in it (padre, cielo, tierra, pan, hoy), and closes the quarter by leading the family prayer evening, La Noche de Oración, with bread on the table.

- 5.1 Our Father, in Spanish, Part 1
- 5.2 Our Father, Part 2, and the Prayer Evening

Weekly pacing calendar

Week	Plan
1	• Session 1: Lesson 1.1 The House with a Heart: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (the patio-house plan) and Spanish notebook • Session 3: Worked examples, practice, and the first recitation out loud Three short sessions a week is the usual rhythm: one to learn, one to make, one to practice and speak. Add a few minutes of flashcards on the other days if you like.
2	• Session 1: Lesson 1.2 School in a Box: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity (the school in a box and the first little book) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 1 review and unit challenge (the hay tour)
3	• Session 1: Lesson 2.1 The Seven Days: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (the week wheel) and Spanish notebook • Session 3: Worked examples, practice and recitation
4	• Session 1: Lesson 2.2 The Twelve Months: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity (the line of months) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 2 review and unit challenge (the family calendar)
5	• Session 1: Lesson 3.1 ¿Qué Tiempo Hace?: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 activity (weather cards and the weather window) and Spanish notebook • Session 3: Worked examples, practice and recitation; begin the daily weather reports

6	• Session 1: Lesson 3.2 The Four Seasons: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 activity (the four-season fold) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 3 review and unit challenge (the weather station) The weather station runs all week: one short report each morning, posted on the fridge.
7	• Session 1: Lesson 4.1 Me Gusta: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 activity (the family taste survey) and Spanish notebook • Session 3: Worked examples, practice and recitation
8	• Session 1: Lesson 4.2 Tengo: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 activity (counting the flock) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 4 review and unit challenge (the family inventory)
9	• Session 1: Lesson 5.1 Our Father, in Spanish, Part 1: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 activity (the prayer cards) and Spanish notebook • Session 3: Worked examples, practice, and praying the first half aloud From this week on, pray the lines learned so far together at the start of every session, and at meals or bedtime if you like.
10	• Session 1: Lesson 5.2 Our Father, Part 2: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 activity (the prayer page and the invitations) and Spanish notebook • Session 3: Worked examples, practice and the whole prayer from memory • Session 3 (end of unit): Unit 5 review and unit challenge (La Noche de Oración) Last week. Hold the family prayer evening: the student prays the Padre Nuestro by heart in Spanish, teaches the family the first line, serves bread for el pan de cada día, and closes with buenas noches.

Materials

- **Spanish notebook (any notebook):** One for the quarter: vocabulary lists, the house plan, hay sentences, the weather reports, the count to twenty and the prayer page.
- **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, the weather cards in Unit 3 and

the prayer cards in Unit 5.

- **Sticky notes or masking tape and a marker:** For labeling the doors, windows and rooms of the house in Unit 1, and for the weather station on the fridge in Unit 3.
- **Pencil, colored pencils or crayons, a ruler and a fine-tip marker:** For the patio-house plan, the family calendar grid, the weather drawings and the prayer page.
- **A paper plate and a brad fastener (or a pin through a cork), a shoebox, a length of string and a few clothespins:** For the week wheel in Unit 2, the school in a box in Unit 1, and the line of months in Unit 2.
- **Twenty small counters: dried beans, buttons, pebbles or cotton balls:** For counting the flock from once to veinte in Unit 4.
- **A loaf of bread and a cloth:** For el pan de cada día at the family prayer evening in week 10. Any simple bread works.

Grading

Grades come mostly from the daily work: the recitations, the flashcard reviews, the notebook and the practice, because a language is learned by steady, honest repetition. A student who speaks Spanish out loud faithfully, keeps a neat notebook and corrects his or her own practice earns full credit.

Part	%
Recitation and flashcards (daily speaking, vocabulary reviews, chants and the prayer)	30
Spanish notebook (dated pages, word lists, sentences, drawings)	25
Practice (both directions, corrected 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: repeat the chants and practice with help.

- A word counts when it wears its little word: la ventana, not just ventana. Let the student use the notebook freely for every exercise; the words come to live in the head by being used, not by being hidden.
- Unit reviews may be done orally for a student who writes slowly; the parent writes down the answers.

- Pronunciation is graded on courage and consistency, not perfection. A student who says Spanish out loud every day, pure vowels and all, is doing it right.

A note to parents

You do not need to know Spanish to teach this course. Every new word has its sounds written out, every Spanish sentence has its translation in the answer, and every video does the explaining a specialist would. Learn alongside your child: chant the days in the car, report the weather at breakfast, ask ¿Te gusta? at dinner, 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 Spanish is the language of many of your neighbors and the second language of the United States, and a nine-year-old's ear still takes in new sounds easily; because this year's patterns (hay, me gusta, tengo) let a child say true things about real life from the very first week; and because God is worshiped in Spanish every Sunday by more people than in almost any other language on earth. When your child prays Padre nuestro que estás en los cielos, he or she joins a chorus that has been praying those words for five hundred years.

This course teaches Latin American pronunciation and words, since that is what a North American student will hear most, and notes a few of Spain's differences (the th sound of z, jugo and zumo for juice, the vosotros form in the Reina-Valera) so nothing will surprise the student later.

The Padre Nuestro is taught in the words of the Reina-Valera 1960, the most widely read Spanish Bible among evangelical churches, matching the King James wording your family may already pray in English. Several of the sung children's versions in the videos use the traditional wording heard in Catholic churches (perdona nuestras ofensas, forgive our trespasses, where the Reina-Valera says perdónanos nuestras deudas, forgive us our debts). They are another way Spanish-speaking children pray these same words, and the lesson notes point out each difference. All the stories are cheerful or noble, and any video made for a slightly older audience is flagged in its lesson notes; all were previewed.

La Casa

In the old city of Córdoba, in the south of Spain, a house can look plain from the street: a white wall, a heavy door, a window behind an iron grille. Step inside, though, and you walk out under the open sky into a courtyard full of flowers, with every room of the house opening onto it. In Lesson 1.1 you visit these patio houses, the houses with a heart, and learn the Spanish names of the house itself and its parts: la casa, la puerta, la ventana, la cocina, el cuarto, el jardín. You will notice right away that every one of them comes with a little word in front, el or la, and you will learn to say the two together, always, the way Spanish speakers do.

In Lesson 1.2 you cross the ocean to Mexico City in the year 1539, where a printer unpacked crates holding a whole printing press, the first in the Americas, a hundred years before one reached English America. The first books of the New World were printed in Spanish, and with them came school: el libro, el lápiz, el papel, la silla, la escuela. You will also learn the handiest little word in the language, **hay** (said like eye), which means there is and there are, and with it you can start describing your own house: Hay una mesa. Hay dos ventanas.

PREREQUISITES

- Reads simple chapter books independently and can copy a short list neatly
- Can say the five Spanish vowels purely (ah, eh, ee, oh, oo); the warm-ups review them
- Grade 3 Spanish (greetings, numbers to ten, colors, family, table words) is helpful but not required; Grade 3 words are glossed as they appear

MASTERY CHECKLIST

- I can name six parts of the house in Spanish, each with its little word: la casa, la puerta, la ventana, la cocina, el cuarto, el jardín.
- I can name five school things with their little words: el libro, el lápiz, el papel, la silla, la escuela.
- I always say a Spanish noun together with its el or la, and I know that un and una are the little words for a.
- I can say hay correctly (like eye) and use it to make true sentences: Hay una silla. Hay dos ventanas.
- I can tell what a patio house is, and the story of the first printing press in the Americas.
- I have started my flashcard deck and my Spanish notebook, with a dated page for each lesson.

OPTIONAL BOOKS AND RESOURCES

- **Salsa, from Georgia Public Broadcasting** — <https://www.gpb.org/salsa>: Free online. A gentle video series that teaches Spanish to young children with puppets and fairy tales, all in Spanish. Made for slightly younger students, but a cheerful listening workout, and the house and school words of this unit turn up again and again.
- ***First Thousand Words in Spanish*, by Heather Amery (Usborne)**: A picture-word book many libraries carry: busy scenes of a house, a kitchen and a classroom with everything labeled in Spanish. Hunt for this unit's words, each wearing its el or la.
- **SpanishDict** — <https://www.spanishdict.com>: Free online. Type any word to hear it spoken aloud; for a parent who wants to check a pronunciation before teaching it, the speaker button is the closest thing to a native speaker at the table.

1.1 The House with a Heart

OBJECTIVES

- Tell what a patio house of Andalusia is, and why the courtyard is called the heart of the house.
- Learn six house words, each with its little word: la casa, la puerta, la ventana, la cocina, el cuarto, el jardín.
- Explain that Spanish has two little words for the, el and la, and two for a, un and una, and that each noun keeps its own.
- Label the real doors, windows and rooms of your house in Spanish and give a tour.

Warm-up. Wake up your Spanish vowels: say ah, eh, ee, oh, oo, short and clean, three times. Then greet everyone in the room: ¡Hola! ¡Buenos días! Now look around and answer in English: what is the heart of your house, the place where the family gathers most? The kitchen? The table? In the south of Spain, many families would answer: the garden in the middle of the house. Today you visit those houses and learn to name every part of your own.

Watch: Rooms of the House in Spanish | Easy Spanish Conversation | La casa
Spanish Playground · 3:56

<https://www.youtube.com/watch?v=otKoehM2zOA>

When to watch: After the story and the How Spanish works paragraphs, before Say it out loud. Listen for la casa, la cocina and el cuarto, and notice that every room comes with its el or la.

Note: A slow, friendly conversation about the rooms of a house, made for learners. You will hear a few more rooms than this lesson teaches, such as the bathroom and the living room; enjoy them, and raise a hand each time you catch one of your six words.

Backup video: Rooms of the house in Spanish song. "Mi casa" las habitaciones y cuartos de la casa

Rockalingua · 3:40

<https://www.youtube.com/watch?v=79-hCo81Qhw>

When to watch: A lively song about the rooms of the house, good for Session 2 or 3. Sing along on the words you know; habitación is another word for a room, used especially in Spain.

KEY TERMS

patio

An open-air courtyard in the middle of a house, with rooms all around it. English borrowed the word straight from Spanish.

the little words: el and la

Spanish has two words for the. Every noun wears one of them, like a hat it never takes off: la casa, el cuarto. Learn each noun with its hat.

un and una

The two little words for a. They follow the same hats: el cuarto, un cuarto; la puerta, una puerta.

noun

A naming word for a person, place or thing: casa, puerta, jardín.

accent mark

The little slanted line over a vowel, as in jardín. It tells you which part of the word to say loudest: har-DEEN. It is part of the spelling, never optional.

CORE IDEAS

The story. Walk down a narrow street in the old part of Córdoba, in Andalusia in the south of Spain, and the houses seem to keep their secrets: white walls, a heavy wooden door, windows covered with iron grilles. But open the door, step through a short, cool passage, and suddenly you are outside again, standing under the open sky in the middle of the house. This is the **patio**, a courtyard with a stone floor, a well or a little fountain splashing in the center, and walls so covered with flowerpots, red geraniums and pink carnations, that you can hardly see the white paint. Every room of the house opens onto it: the kitchen, the bedrooms, the rooms upstairs behind their balconies. The family cooks and eats out here, sews and reads in the shade, and the children play around the fountain. The patio is the heart of the house. Houses built around an open middle go back to the Romans, who called it the atrium, and to the centuries when Córdoba was a city of Arabic speakers, who loved cool water and shade; Spanish families kept the idea and carried it across the ocean, to Mexico and Peru and the missions of California. Every May since 1921, the families of Córdoba hold the Festival of the Patios: they open their doors, visitors come from all over the world, and prizes go to the most beautiful courtyards. To water the pots at the top of the wall, people still use a long cane with a little can tied to the end.

How Spanish works: the little words. In English every noun shares one little word: the house, the door, the room. Spanish has **two** words for the: **el** and **la**. Every Spanish noun wears one of them, like a hat it never takes off. Today's words: *la casa* (the house), *la puerta* (the door), *la ventana* (the window), *la cocina* (the kitchen), *el cuarto* (the room, the bedroom), *el jardín* (the garden, the yard). You cannot guess the hat from the meaning, so learn every noun with its hat on, as one word: not casa, but la casa. You may already be noticing a pattern in which nouns wear la and which wear el; good eyes! Grade 5 will hand you the sorting key. For now, just never let a noun leave the house without its hat.

A house and a house. The little word for a also comes in two kinds, and it follows the same hats: **un** for el words and **una** for la words. El cuarto, un cuarto (a room). La ventana, una ventana (a window). El jardín, un jardín (a garden). And here is the kindest sentence in Spanish, which a host says to a guest at the door: *Mi casa es su casa*, my house is your house. It means: come in, you are welcome here, treat this home as yours. In the patio houses of Córdoba, a guest who heard those words was led straight to the heart of the house.

Say it out loud. Keep every vowel pure and still: *la casa* (lah KAH-sah), *la puerta* (lah PWEHR-tah), *la ventana* (lah behn-TAH-nah; in Spanish v sounds like a soft b), *la cocina* (lah koh-SEE-nah), *el cuarto* (el KWAHR-toh), *el jardín* (el hahr-DEEN; j is a breathy h, and the accent mark puts the push on the end). Say each one three times, hat and all. Then point at a door and say *la puerta*, at a window and say *la ventana*, and walk around the house greeting every room by name. Finish at the front door with *mi casa es su casa* (mee KAH-sah es soo KAH-sah).

Try it. This week you will draw your own house as if it were a patio house, with a garden at its heart and every room opening onto it, labeled in Spanish. Then you will label the real house with sticky notes, la puerta on the front door, la ventana on a window, la cocina on the kitchen doorway, and give the family a tour.

PICTURE STUDY



Garden of Aranjuez, Santiago Rusiñol, Early 1900s · Oil on canvas · Painted in the royal gardens of Aranjuez, near Madrid, Spain

Image: Wikimedia Commons, public domain

Santiago Rusiñol, a painter from Barcelona, loved gardens more than almost anything in the world. He traveled the length of Spain painting them: the courtyards of Granada, the gardens of Mallorca, and above all the old royal gardens of Aranjuez, south of Madrid, where the kings of Spain once spent their springs. He painted Aranjuez so many times that he was still at work on its gardens when he died there in 1931. This painting is not a Córdoba patio, but it shows the same Spanish love you met in the story: a garden at the heart of things, with paths like hallways and green arches like doorways. In Spanish, all of it is simply *el jardín*.

Look closely.

- Find the long green tunnel in the middle. Those are evergreen trees, trimmed by gardeners into arches. Follow the path through them to the far end, where the light glows orange.
- Look down at the path. What is lying all over it? The leaves are falling, and the trees above are red and orange. What season do you think it is?
- Find the flower beds on both sides, edged in blue-gray stone. Name every color you can in Spanish: *rojo*, *amarillo*, *blanco*, *rosado*, *verde*.

- Look at the tall, dark trees standing in rows like columns. Rusiñol makes the garden feel like a house: find something that looks like a door and something that looks like a window.

Talk about it.

1. Why might a Spanish family build the house around the garden, instead of putting the garden out back?
2. Rusiñol painted gardens his whole life and never grew tired of them. What place would you be happy to draw again and again?
3. If this garden were a house, where would la puerta be? Where would la ventana be? Point and say the words.

ACTIVITY

The patio-house plan

Today you redesign your own home the Córdoba way: a garden in the middle, every room opening onto it, every part labeled in Spanish with its little word. Then you label the real house and give the family a tour.

You will need:

- 6 index cards for the new vocabulary
- A sheet of paper, a ruler, pencil and colored pencils or crayons
- 6 sticky notes or strips of masking tape and a marker
- Your Spanish notebook

Steps:

1. Make a flashcard for each new word: la casa, la puerta, la ventana, la cocina, el cuarto, el jardín. Write the little word and the noun together on the front, the English on the back. Run the six cards three times.
2. Draw a big square on your paper: that is la casa. In the middle draw a smaller square: that is el jardín, the patio garden. Draw a fountain or a well in its center and flowerpots on its walls.
3. Between the two squares, draw the rooms of your house around the garden: la cocina, your own cuarto and the others' cuartos. Give every room una puerta that opens onto the garden, and give the outside walls some ventanas.
4. Label everything in Spanish, hat and all: la cocina, el cuarto, el jardín, una puerta, una ventana. Color the flowers and say each color aloud in Spanish as you use it.

5. Now label the real house: put sticky notes on the front door (la puerta), a window (la ventana), the kitchen doorway (la cocina), your bedroom door (el cuarto), the back door or a potted plant (el jardín) and the front of the house (la casa).
6. Give the tour: lead your family to each label, point, and say the word; have them repeat after you. End at the front door with ¡Mi casa es su casa!

Tips:

- Say the hat every time you say the noun. La cocina, not just cocina. Your ear will soon feel that a bare noun is missing something.
- Do not worry about making your drawing look like your real house. A patio house is a new arrangement: your rooms, Córdoba style.
- If you live in an apartment, el jardín can be a balcony, a window box or a single houseplant. Every Spanish home finds room for flowers.

Check your work:

- My six flashcards are made, each with its little word.
- My patio-house plan has a garden in the middle and at least six Spanish labels.
- The real house has six sticky-note labels, spelled correctly with the accent in jardín.
- I gave my family the tour and said every word with its el or la.

SPANISH NOTEBOOK

1. Start your Spanish notebook: write your name, the date, and the title Mi casa (my house).
2. Copy the six house words in two columns: the Spanish with its little word on the left, the English on the right.
3. Write the four pairs with un and una: un cuarto, un jardín, una puerta, una ventana.
4. Write two sentences in English about the patio houses of Córdoba, and copy Mi casa es su casa with its meaning.

WORKED EXAMPLES

Example 1. How do you pronounce *el jardín* (the garden)?

1. Apply the j rule: Spanish j says a breathy h, like fogging a window.
2. Keep the vowels pure: a says ah, i says ee.
3. The accent mark on the í tells you to push the end of the word.

Answer: el hahr-DEEN.

Example 2. How do you say *the kitchen* in Spanish, and why must you learn the little word with it?

1. The word for kitchen is *cocina*.
2. Its hat is *la*; you cannot guess it from the meaning, so you learn it with the noun.
3. Say them together as one word.

Answer: *La cocina* (lah koh-SEE-nah). The hat is part of the word, so you learn it every time.

Example 3. Say *a door* and *a room* in Spanish.

1. Find each noun's hat: *la puerta*, *el cuarto*.
2. *La* words take *una* for *a*; *el* words take *un*.
3. Swap the hats.

Answer: *Una puerta* (a door) and *un cuarto* (a room).

PRACTICE

[EASY] **1.** Give the English: *la cocina*, *la ventana*, *el jardín*.

Answer: The kitchen, the window, the garden (or yard).

[EASY] **2.** Put on the right little word, *el* or *la*: ____ *puerta*, ____ *cuarto*, ____ *casa*.

Answer: *La puerta*, *el cuarto*, *la casa*.

[EASY] **3.** Say *el jardín* aloud. Which part of the word gets the push, and how do you know?

Answer: *el hahr-DEEN*: the end of the word gets the push, because the accent mark sits on the *í*.

[MEDIUM] **4.** Say in Spanish: the house, the door, the room.

Answer: *La casa*, *la puerta*, *el cuarto*.

[MEDIUM] **5.** What is a patio house, and why is the patio called the heart of the house?

Answer: A house built around an open courtyard in the middle, usually with a fountain or well and many flowers. Every room opens onto it, and the family cooks, eats, works and plays

there, so the life of the house goes on around it.

[MEDIUM] **6.** Say in Spanish: a window, a garden.

Answer: Una ventana, un jardín.

[HARD] **7.** Translate *Mi casa es su casa*, and tell when a Spanish speaker would say it.

Answer: My house is your house. A host says it to welcome a guest: come in, you are at home here.

[CHALLENGE] **8.** English borrowed the word patio from Spanish. Name two more house or town words English borrowed from Spanish, and suggest where in America English speakers first picked them up.

Answer: Examples: plaza, adobe, hacienda, rancho (ranch), corral. English speakers met them in the American Southwest, from Texas to California, where Spanish-speaking families had built houses, towns and ranches long before.

COMMON MISTAKES

- Learning the noun without its hat. Casa alone is only half the word; learn la casa.
- Guessing the hat from the meaning. A room is not more el than a kitchen; you simply learn each noun with its own little word.
- Saying ventana with an English v. Spanish v sounds like a soft b: behn-TAH-nah.
- Leaving the accent off jardín. The accent mark is part of the spelling and tells you where to push: hahr-DEEN.

From history. The courtyard house is one of the oldest ideas in Spain. The Romans built their houses around an open atrium with a pool to catch rain; the Arabic-speaking builders of Córdoba filled their courtyards with fountains, orange trees and shade; and Spanish families kept the plan for a thousand years. Then they carried it across the ocean. The old houses of Mexico City, Lima and Antigua Guatemala are built around patios, and so were the ranch houses and missions of New Mexico and California. If you have ever seen a Spanish mission with its arcade of arches around a garden, you have seen the patio house traveling.

Make it a game: ¡Corre a la Puerta!. Run to the door! The parent calls out a part of the house in Spanish: la ventana, la cocina, el cuarto, el jardín, la puerta. The student runs to touch the right thing and must say the word, hat and all, on arrival. Time ten calls, then try to beat the time. Wrong hat or wrong room costs a five-second penalty. For round two, trade places: the student calls, and the parent runs.

“Except the LORD build the house, they labour in vain that build it: except the LORD keep the city, the watchman waketh but in vain.” (Psalm 127:1, KJV)

In the Reina-Valera, the Spanish Bible, this verse begins: Si Jehová no edificare la casa, if the LORD does not build the house. There is your new word, la casa, hat and all. A house can have a beautiful garden at its heart, but the true heart of a home is the Lord who builds it.

1.2 School in a Box

OBJECTIVES

- Tell the story of the first printing press in the Americas, set up in Mexico City in 1539.
- Learn five school words with their little words: el libro, el lápiz, el papel, la silla, la escuela.
- Say hay (there is, there are) correctly and use it in true sentences: Hay un libro. Hay dos lápices.
- Ask and answer a hay question: ¿Hay una silla? Sí, hay una silla.

Warm-up. Run your six house cards from last week, hats on. Then take a walk: point to a door, a window and the kitchen and name them. Now look at the table where you do your schoolwork. What is on it? A book, a pencil, some paper? Five hundred years ago, every one of those things had to cross an ocean in a wooden crate before a child in the Americas could use it. Today you open the crate.

Watch: Cosas de la Escuela para Niños (School Vocabulary in Spanish) | Mi Camino Spanish

Mi Camino Spanish · 2:23

<https://www.youtube.com/watch?v=atoZyvS2h5g>

When to watch: After the story paragraph, before How Spanish works. Listen for el libro, el lápiz, el papel and la silla, and say each one back.

Note: A short, bright tour of the things in a classroom, made for children. You will hear more school words than this lesson teaches; catch the ones you know and let the rest go by.

Backup video: Learn Spanish - hay (there is/there are)

Señor Jordan · 6:05

<https://www.youtube.com/watch?v=53QX7beK8os>

When to watch: Watch after the How Spanish works paragraph for a fuller lesson on hay from a Spanish teacher at his whiteboard. It is made for a slightly older audience, but it is gentle and clear; pause it whenever he asks a question and answer along.

KEY TERMS

hay

Spanish for there is and there are, said like the English word eye. One word does both jobs:

Hay un libro. Hay dos libros.

printing press

A machine that presses inked metal letters onto paper, so that hundreds of copies of a page can be made instead of one copy written by hand.

type

The small metal letters a printer sets in rows to make a page. A whole crate of them sailed to Mexico in 1539.

Nahuatl

The language of the Aztecs, still spoken by over a million people in Mexico. The first book printed in the Americas was in Nahuatl and Spanish side by side.

CORE IDEAS

The story. In the year 1539, in Mexico City, a printer named Juan Pablos pried open some wooden crates that had crossed the Atlantic Ocean from Seville. Inside were the pieces of a printing press, a heavy screw and a wooden frame, along with boxes of tiny metal letters, jars of ink and stacks of paper. It was a whole school packed in boxes. The first bishop of Mexico, Juan de Zumárraga, had begged for a press for years, because he wanted books: books to teach the Christian faith, books to teach reading, books in Spanish and in the languages of the people of Mexico. Juan Pablos set up his press in a house near the great church, called the House of the Bells, and that same year he printed the first book ever made in the Americas: a short lesson in the Christian faith, written in Nahuatl, the Aztec language, and in Spanish. More books followed for the schools of New Spain, where Aztec boys were already studying Latin, Spanish and their own language side by side; in the next years the press printed grammars, a great Spanish and Nahuatl dictionary, and books for the new university of Mexico. The first printing press in English America did not arrive in Massachusetts until about a hundred years later. The first books of the New World were Spanish books.

How Spanish works: hay. Here is the most useful little word you will learn this year: **hay**. It means there is and also there are, and it never changes: *Hay un libro*, there is a book. *Hay dos libros*, there are two books. Say it like the English word eye; the h is silent, as always. To ask a question, just let your voice rise and put on the Spanish question marks, one upside down at the start: *¿Hay una silla?* Is there a chair? Answer: *Sí, hay una silla*, or *No*. And to ask what is somewhere, add *qué* (what) and *en* (in): *¿Qué hay en la caja?* What is in the box? (La caja is the box.) *En la caja hay un libro*. In the box there is a book. When there is more than one, Spanish nouns add -s, as in *dos libros*, or -es: one *lápiz*, but *dos lápices*, with the z turning into c. You will meet the rule for this in Grade 5; for now, just copy what you hear.

School words, with their hats on. Your five school words: *el libro* (the book), *el lápiz* (the pencil), *el papel* (the paper), *la silla* (the chair), *la escuela* (the school). Each one has an old Latin story inside it. Libro comes from Latin *liber*, book, the same root as library. Papel comes from

papyrus, the paper of ancient Egypt. Escuela comes from Latin schola, the root of school. And lápiz comes from Latin lapis, which means stone, because the first pencils were sticks of a soft, gray, stone-like mineral. Juan Pablos's students wrote with feather quills; the wooden pencil came later, but they would have known all the other words.

Say it out loud. *el libro* (el LEE-broh), *el lápiz* (el LAH-pees), *el papel* (el pah-PEHL), *la silla* (lah SEE-yah; ll sounds like y), *la escuela* (lah ehs-KWEH-lah), *hay* (eye). Now say true hay sentences about the room you are in, pointing as you go: *Hay una silla. Hay una ventana. Hay una puerta. Hay un libro.* Then count two of something with your Grade 3 numbers: *Hay dos sillas. Hay tres libros.*

Try it. This week you pack your own school in a box: a shoebox of real school things that you unpack one by one, saying what there is with hay. Then you print your first little book, the way Juan Pablos did, only with a pencil: a folded booklet of hay sentences with a title page and, at the end, a printer's mark.

PICTURE STUDY



The House of the First Printing Press, Builders of old Mexico City (photograph by Thelmadatter), Press set up in 1539; house rebuilt over the centuries · Color photograph · Mexico City, Mexico, near the great cathedral

Image: Wikimedia Commons, public domain

This is the house in the center of Mexico City where, in 1539, Juan Pablos set up the first printing press in the Americas. It was then called the House of the Bells; today it is called the House of the

First Printing Press of America, and it is a small museum of printing. The house has been rebuilt and repaired many times in nearly five hundred years, so the walls you see are not the very ones Juan Pablos knew, but the corner is the same corner, and the street is still busy with people, as it was when the city was young and the first books came off the press inside.

Look closely.

- Find the gray stone at the corner of the building and around the doors, and the warm orange-red of the walls. Name the colors in Spanish: rojo, gris (gray).
- Count the windows with red awnings and little iron balconies along one side. Say your count with hay: Hay ... ventanas.
- Find the dark plaque on the stone corner beside the door. It tells passers-by what happened here.
- Look above the roof for the dome of an old church. In 1539 the press stood close to the bishop's church, because the bishop wanted books for the faith and for the schools.

Talk about it.

1. Why did the bishop of Mexico want a printing press so badly? What could he do with one that he could not do without it?
2. The first book printed in the Americas was in two languages, Nahuatl and Spanish. Why would a book need two languages side by side?
3. If you could print just one book for the children of a new country, what would you choose, and why?

ACTIVITY

A school in a box, and your first little book

Juan Pablos opened crates and found a school inside. Today you pack your own box with school things, unpack it in Spanish with hay, and then print your first little book by hand.

You will need:

- 6 index cards for the new vocabulary
- A shoebox (or any box or bag)
- Real school things: a book or two, several pencils, some paper, and anything else from your school table
- A sheet of paper folded in half twice to make a little booklet, a pencil and colored pencils

Steps:

1. Make flashcards for el libro, el lápiz, el papel, la silla, la escuela and hay (with there is, there are on the back). Add them to your deck and run the whole deck once.
2. Pack the box while nobody watches: one book, two or three pencils, some paper, and one or two things you know in Spanish from before, like a piece of fruit (la fruta).
3. Unpack in Spanish. Take out one thing at a time, hold it up and announce it: ¡Hay un libro! ¡Hay papel! Count the pencils as you lift them: uno, dos, tres. ¡Hay tres lápices!
4. Play the question round: a parent asks ¿Hay una silla en la caja? and you answer truthfully: No. ¿Hay un libro en la caja? Sí, hay un libro. Ask the parent three questions back.
5. Print your little book. On the cover write Mi primer libro (my first book). On the inside pages write four true hay sentences, one per page, with a drawing for each: Hay un libro. Hay tres lápices. Hay una silla. Hay una ventana.
6. On the back cover, make a printer's mark the way old printers did: draw a small picture that stands for you, and write Hecho en mi casa (made in my house) with the date. Read the book aloud to your family.

Tips:

- Hay is said exactly like eye. Do not let the h sneak in; it is silent in every Spanish word.
- Hay never changes, whether there is one thing or twenty. Only the noun after it changes.
- Paper you can count is not quite the same as paper in a pile: Hay papel means there is (some) paper, and it is exactly right for a stack.

Check your work:

- My six new flashcards are made and in the deck.
- I unpacked the whole box in Spanish, using hay for every item.
- I answered three hay questions and asked three of my own, with both question marks when I wrote them.
- My little book has a cover, four hay sentences with drawings, and a printer's mark.

SPANISH NOTEBOOK

1. Write the five school words with their little words and meanings, and hay with its meaning, dated.
2. Copy the hay pattern and three examples: Hay un libro. Hay una silla. Hay dos lápices.
3. Write a list of five true hay sentences about your school table today.
4. Write two sentences in English about Juan Pablos and the first printing press in the Americas.

WORKED EXAMPLES

Example 1. Say in Spanish: There is a chair.

1. There is: hay.
2. Chair: la silla, a la word, so a chair is una silla.
3. Put it together.

Answer: Hay una silla. (eye OO-nah SEE-yah)

Example 2. Translate into English: *¿Qué hay en la caja?*

1. The marks tell you it is a question.
2. Qué is what; hay is there is; en la caja is in the box.
3. Put it in English order.

Answer: What is in the box? (Word for word: what is there in the box?)

Example 3. Answer truthfully about your own table: *¿Hay un lápiz?*

1. Look: is there a pencil on the table?
2. If yes, start with sí and repeat the pattern.
3. If no, answer no.

Answer: Sí, hay un lápiz. (Or, if there is none: No.)

PRACTICE

[EASY] **1.** Give the English: el libro, el papel, la escuela.

Answer: The book, the paper, the school.

[EASY] **2.** How do you pronounce hay, and what does it mean?

Answer: Like the English word eye. It means there is or there are.

[EASY] **3.** Put on the right little word: ____ lápiz, ____ silla.

Answer: El lápiz, la silla.

[MEDIUM] **4.** Translate: Hay un libro. Hay dos sillas.

Answer: There is a book. There are two chairs.

[MEDIUM] **5.** Say in Spanish: There is a window. There is paper.

Answer: Hay una ventana. Hay papel.

[MEDIUM] **6.** Who was Juan Pablos, and what did he do in 1539?

Answer: A printer who came from Seville to Mexico City and set up the first printing press in the Americas; in 1539 he printed the first book made in the Americas, a short lesson in the Christian faith in Nahuatl and Spanish.

[HARD] **7.** Say in Spanish: Is there a chair in the kitchen? Then answer it: Yes, there is a chair.

Answer: ¿Hay una silla en la cocina? Sí, hay una silla.

[CHALLENGE] **8.** Lápiz comes from Latin lapis, stone, and libro from Latin liber, book. Why would a pencil be named for a stone, and what English word for a room full of books shares libro's root?

Answer: The first pencils were sticks of a soft, gray, stone-like mineral (graphite), so the name remembers the stone. Library shares the root of liber and libro.

COMMON MISTAKES

- Saying the h in hay, or saying it like English hay for horses. It is eye, with no h at all.
- Changing hay for plurals. There is one hay for one thing and the same hay for many: Hay un lápiz. Hay dos lápices.
- Writing a question with only the end mark. Spanish opens a question with an upside-down mark: ¿Hay una silla?
- Forgetting the accent in lápiz. The accent mark is part of the spelling: LAH-pees.

From history. The first book printed in English America was a book of psalms, the Bay Psalm Book, printed in Cambridge, Massachusetts, in 1640, a hundred and one years after the first book of Mexico. Both were books of faith: one taught the Christian faith in Nahuatl and Spanish, the other gave the psalms to English settlers to sing. On both sides of the new world, the very first thing people wanted to print was the good news, in words everyone around them could understand.

Make it a game: ¿Qué Hay en la Caja?. What is in the box? The parent secretly puts one thing into the shoebox: a book, a pencil, a spoon, a piece of fruit, a sock. The student reaches in without looking, feels it, and guesses in Spanish with hay: ¡Hay un lápiz! A right guess with the right hat earns two points; the right thing with the wrong hat earns one. Play ten rounds, then switch: the student fills the box and the parent guesses.

“And there are also many other things which Jesus did, the which, if they should be written every one, I suppose that even the world itself could not contain the books that should be written. Amen.” (John 21:25, KJV)

In the Reina-Valera this verse begins: Y hay también otras muchas cosas que hizo Jesús, and there are also many other things that Jesus did. Find your new word hay, there are, and at the end of the verse, los libros, the books. All the presses in the world could not hold everything Jesus did.

Unit 1 review

Answer each question aloud or in writing. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. (5 pts) Name five parts of the house in Spanish, each with its little word.

Answer: Any five of: la casa, la puerta, la ventana, la cocina, el cuarto, el jardín.

2. (5 pts) Name four school things in Spanish, each with its little word.

Answer: Any four of: el libro, el lápiz, el papel, la silla, la escuela.

3. (5 pts) What does hay mean, and how do you say it? Make two true hay sentences about the room you are in.

Answer: There is or there are; it is said like eye. Example sentences: Hay una ventana. Hay dos sillas. Hay un libro.

4. (5 pts) Say in Spanish: a room, a door, a book, a chair.

Answer: Un cuarto, una puerta, un libro, una silla.

5. (5 pts) Describe a patio house of Córdoba. Where is the garden, and what goes on there?

Answer: The garden courtyard is in the middle of the house, open to the sky, often with a fountain or well and walls covered in flowerpots. Every room opens onto it, and the family cooks, eats, works and plays there; it is the heart of the house.

6. (5 pts) Tell the story of the first printing press in the Americas: where, when, who, and what the first book was.

Answer: In Mexico City in 1539, the printer Juan Pablos set up a press that had crossed the ocean in crates, at the request of Bishop Juan de Zumárraga. The first book was a short lesson in the Christian faith in Nahuatl and Spanish. It came about a hundred years before the first press in English America.

Unit challenge: The hay tour

Invite a guest, a grandparent, a neighbor or a stuffed animal in a chair, and give a guided tour of your house in Spanish. Meet the guest at the front door with ¡Hola! and Mi casa es su casa. Then walk from room to room and, in each one, say true hay sentences about what is really there: En la cocina hay una mesa. Hay dos ventanas. En mi cuarto hay una silla y tres libros. You need ten honest hay sentences in all, using at least eight different nouns from this unit and Grade 3 (la mesa, la puerta, el libro, la silla, la ventana, el perro...). Before the tour, write your ten sentences on a card to use as your guide; during the tour, try to say them looking at the room, not at the card. End the tour at the garden, a window box or a plant, and say goodbye with ¡Adiós!

Look for	What it means
Ten honest sentences	Ten hay sentences, each true about the real house, with the right little word (un, una) on every noun.
Variety	At least eight different nouns used, including at least five from this unit.
The written guide	The tour card is neat, spelled correctly, with accents in jardín and lápiz where they appear.
The tour	The student welcomed the guest in Spanish, pronounced hay as eye, kept vowels pure, and mostly spoke without reading.

Days and Months

Five hundred years ago, a little prayer book was painted in the city of Bruges for Joanna, a princess of Spain who would become queen of Castile. Like every prayer book of its kind, it begins with a calendar, and on its January pages a column of small letters, a, b, c, d, e, f, g, runs down beside the days, over and over: seven letters for the seven days of the week. In Lesson 2.1 you open that calendar and learn the Spanish days, lunes to domingo, and you discover that their names tell stories: lunes is the moon's day, and the last two days of the Spanish week, sábado and domingo, both point to the worship of God. With hoy (today) and mañana (tomorrow), you will be able to say what day it is and what day is coming.

In Lesson 2.2 you kneel with the Three Kings in a painting by young Velázquez, because in the Spanish-speaking world the great gift morning of the year is January 6, el Día de los Reyes Magos, when children wake to find gifts beside the shoes they set out the night before. Then the twelve months march by, enero to diciembre, most of them easy to recognize, and you learn to say when your birthday is: Mi cumpleaños es en marzo. At the end of the unit you will make a family calendar for this month, labeled entirely in Spanish.

PREREQUISITES

- Unit 1: the house and school words with their little words, and the hay pattern
- Can count from uno to diez in Spanish (Grade 3, or learn it this week from the video)
- The flashcard deck so far: 12 words, drilled at the start of every session

MASTERY CHECKLIST

- I can say the seven days of the week in order, starting with lunes, and spell each with a small letter and its accents (miércoles, sábado).
- I can say what day it is today and what day it will be tomorrow: Hoy es lunes. Mañana es martes.
- I can tell the stories in three day names: lunes and the moon, sábado and the Sabbath, domingo and the Lord's day.
- I can say the twelve months in order, enero to diciembre, with small letters.
- I can say in what month my birthday falls (Mi cumpleaños es en ...) and tell what happens on el Día de los Reyes.
- My week wheel and my line of months are made, and my notebook has the days and months, dated.

OPTIONAL BOOKS AND RESOURCES

- **Señor Jordan on YouTube** — <https://www.youtube.com/@Se%C3%B1orJordan>: Free. A Spanish teacher's whole library of short lessons and songs; this unit's two main videos come from it. His days and months songs are worth playing in the car until the whole family can sing them.
- **The Reina-Valera Bible online: Mateo 2** — <https://www.biblegateway.com/passage/?search=Mateo%202&version=RVR1960>: Free online. The story of the Wise Men in Spanish. Read Matthew 2 in English first, then look at the Spanish and hunt for words you know: la casa, la madre, la estrella (the star).
- **Your own family calendar**: Any wall calendar or planner from home. Put it beside the Spanish calendar you make for the unit challenge and compare: which day does each week begin with? Where do the birthdays fall?

2.1 The Seven Days

OBJECTIVES

- Say the seven days of the week in Spanish in order, starting with lunes, and write them with small letters and their accents.
- Use hoy and mañana in true sentences: Hoy es miércoles. Mañana es jueves.
- Tell the stories behind lunes, sábado and domingo.
- Describe what a medieval calendar page shows, and how its seven letters marked the week.

Warm-up. Run your flashcard deck, hats on, then give a quick hay sentence about the room: Hay una ventana. Now say the days of the week in English as fast as you can, Sunday to Saturday. Here is a puzzle: in English, which day is named for the sun and which for the moon? Spanish kept the moon but swapped out the sun for something better. Today you find out what.

Watch: Days of the Week in Spanish Song!

Señor Jordan · 5:54

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

When to watch: After the How Spanish works paragraph, before Say it out loud. Sing along the second time through; you will hear hoy and mañana used with the days.

Note: A catchy song from a Spanish teacher. Notice that his week starts with lunes, the way Spanish calendars do, and that he sings the days without capital letters in mind: Spanish keeps them small.

Backup video: Days of the Week Song in Spanish by a Native Speaker - Canción de Los Días de la Semana

Canta Con Jess · 3:19

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

When to watch: A second days song, sung by a native speaker, for Session 2 or 3. Clap once on every day name.

KEY TERMS

los días de la semana

The days of the week: lunes, martes, miércoles, jueves, viernes, sábado, domingo. A Spanish week begins with lunes.

hoy

Today (said oy, the h silent). Hoy es lunes: today is Monday. ¿Qué día es hoy? What day is today?

mañana

Tomorrow. Mañana es martes: tomorrow is Tuesday. With la in front, la mañana means the morning.

book of hours

A personal prayer book of the Middle Ages, with prayers for different hours of the day. Each one begins with a calendar of the year's feast days.

Sabbath

The day of rest God gave His people, remembering His rest after creation. The Spanish word sábado comes from it.

CORE IDEAS

The story. In 1496 a Spanish princess named Joanna, a daughter of King Ferdinand and Queen Isabella, sailed north with a great fleet to Flanders, the land of rich cloth towns we now call Belgium, to marry a prince. In those years the painters of the city of Bruges made her a little treasure: a book of hours, a prayer book small enough to hold in two hands, its parchment pages shining with paint and gold. Joanna later became queen of Castile, and her book is kept today in the British Library in London. Like every book of hours, it opens with a calendar, two painted pages for each month. Look at January: down the page run the days of the month, and beside them, over and over, seven small letters: a, b, c, d, e, f, g, then a again. Seven letters for the seven days of the week. Whatever day the year began on, a reader could find every Sunday by its letter, and the great feast days were written in gold. Around the calendar, the painters showed January life: a family eating by the fire, snow on the hills, townspeople skating on the ice. The week has been counted in sevens since the first chapter of the Bible, and Joanna's book counts it the same way your calendar does.

How Spanish works: the days. Here are the seven Spanish days, in Spanish order, starting with Monday: *lunes* (Monday), *martes* (Tuesday), *miércoles* (Wednesday), *jueves* (Thursday), *viernes* (Friday), *sábado* (Saturday), *domingo* (Sunday). Three things to notice. First, Spanish calendars begin the week with lunes, so the weekend sits together at the end. Second, the days are written with **small letters**: lunes, not Lunes, unless the word begins a sentence. Third, two of them wear accent marks: miércoles and sábado. Now the two little time words: **hoy** means today, and **mañana** means tomorrow. Put them in a pattern: *Hoy es lunes* (today is Monday). *Mañana es martes* (tomorrow is Tuesday). The question is *¿Qué día es hoy?* (What day is today?). One more trick: to say on Monday, Spanish uses its little word: *el lunes*, on Monday; *el domingo*, on Sunday.

The days tell stories. The Romans named their days after the moon and the five wandering stars they could see in the night sky, and they named those stars after their gods. Spanish kept five

of the Roman names: **lunes** is the moon's day (luna is moon), and martes, miércoles, jueves and viernes are named for the stars the Romans called Mars, Mercury, Jupiter and Venus. But when the people of Spain became Christians, they renamed the last two days. Saturday became **sábado**, from the Sabbath, the day God blessed when He rested from creating the world. And the day of the sun became **domingo**, from the Latin dies Dominica, the Lord's day, because Jesus rose from the dead on the first day of the week. English still says Saturn's day and Sun day; a Spanish week points at the worship of God twice, every single week.

Say it out loud. *lunes* (LOO-nehs), *martes* (MAHR-tehs), *miércoles* (MYEHR-koh-lehs), *jueves* (HWEH-behs), *viernes* (BYEHR-nehs), *sábado* (SAH-bah-doh), *domingo* (doh-MEEN-goh). Chant them in order three times, clapping on each day, then once backward from domingo. Then the time words: *hoy* (oy) and *mañana* (mah-NYAH-nah). Finish with the real thing: *Hoy es ...* (say today's day) and *Mañana es ...* (say tomorrow's).

Try it. This week you make a week wheel: a paper plate divided into seven slices, one for each day, with a pointer marked hoy. Every morning you turn the pointer and announce the day, and the day after it, in Spanish.

PICTURE STUDY



January, from the Hours of Joanna of Castile, An unknown illuminator of Bruges, 1496–1506 · Paint, ink and gold on parchment · British Library, London (Additional MS 18852)

Image: Wikimedia Commons, public domain

These are the two January pages of the prayer book painted for Joanna of Castile, the daughter of Ferdinand and Isabella, around the time she sailed to Flanders as a bride. The writing is in Latin, the language of prayer books in those days, and it lists the days of January, one per line, with the name of the feast kept on each day. The very top line says that January has thirty-one days.

Around the writing, the painters showed what January looks like in the north: snow, bare trees, a warm meal indoors, and the whole town out on the ice. A princess who opened this book could see the shape of her whole month, and of her week, at a glance.

Look closely.

- Find the column of small letters on the left page: a, b, c, d, e, f, g, and then a big painted A, and the letters start again. Seven letters for the seven days of the week. Count how many times the big A appears.
- Find the people at the bottom of the left page: a family sitting at a round table by the fire, and a woman tending a pot. Why would January drive a family indoors?
- Look at the bottom of the right page: the town is out on the ice. Find a skater with blades on his shoes, a player swinging a stick at a ball, and a man riding a chair on runners.
- Near the top of the left page, on the line for the sixth day of the month, find a word written in gold-brown ink that begins Epyphania. It is January 6, the feast of the Wise Men, which you will meet in the next lesson.

Talk about it.

1. Why might a prayer book begin with a calendar? What would a calendar help a praying person remember?
2. The feast days were written in gold and colors, and ordinary days in plain ink. Which days on your family's calendar deserve gold?
3. This book counts the week in sevens, as you do. Where in the Bible does the seven-day week begin?

ACTIVITY

The week wheel

Joanna's calendar marked the week with seven letters. Yours will mark it with a wheel: seven slices, seven Spanish days, and a pointer that says hoy. Turn it every morning and the days will be yours by the end of the unit.

You will need:

- 9 index cards for the new vocabulary

- A paper plate (or a circle of cardboard), a strip of stiff paper for the pointer, and a brad fastener (or a pin pushed through into a cork)
- A ruler, markers or colored pencils, and your Spanish notebook

Steps:

1. Make the flashcards: lunes, martes, miércoles, jueves, viernes, sábado, domingo, hoy and mañana. Run the seven days in order, then shuffle them and put them back in order on the table.
2. Divide the plate into seven slices like a pie. Starting at the top and going clockwise, write one day in each slice, in Spanish order, with small letters: lunes, martes, miércoles, jueves, viernes, sábado, domingo.
3. Decorate each slice with a picture that tells its story: a moon for lunes, a resting bed or a quiet garden for sábado, a church or a sunrise for domingo. Draw your family's own plans in the other slices: a book for a school day, a ball for a game day.
4. Cut an arrow from the paper strip, write HOY on it, and fasten it to the center of the plate so it turns.
5. Turn the arrow to today. Announce: Hoy es ... (today's day). Then look at the next slice and announce: Mañana es ... (tomorrow's day). Hang the wheel where the family eats breakfast.
6. Every morning this week and next, turn the arrow and make both announcements before breakfast. Then quiz the family: ¿Qué día es hoy?

Tips:

- Start the wheel with lunes, the Spanish way. It feels strange for a week; then Monday-first will seem natural.
- Write the days with small letters all over the wheel. Only a sentence's first word gets a capital: Hoy es lunes.
- Miércoles and sábado carry accent marks; put them on as you write, not afterward.

Check your work:

- My nine flashcards are made and I can put the seven day cards in order without help.
- My week wheel has all seven days in Spanish order, spelled with small letters and correct accents.
- I announced Hoy es ... and Mañana es ... correctly for at least three mornings.
- I can tell the stories of lunes, sábado and domingo.

SPANISH NOTEBOOK

1. Write the seven days in a column, in Spanish order, with the English beside each, dated.
2. Beside lunes, sábado and domingo, write the story of each name in a few words (moon; Sabbath; the Lord's day).
3. Write three hoy and mañana sentences, one for each of the next three days: Hoy es ... Mañana es ...
4. Draw the seven-letter column from Joanna's calendar (a b c d e f g), and answer: if January 1 fell on a Sunday, which letter would mark every Sunday of that year?

WORKED EXAMPLES

Example 1. Today is Wednesday. Say what day it is today and tomorrow, in Spanish.

1. Wednesday is miércoles; the day after it is jueves.
2. Use the patterns: Hoy es ... and Mañana es ...
3. Small letters for the days, and the accent on miércoles.

Answer: Hoy es miércoles. Mañana es jueves.

Example 2. Translate into English: *¿Qué día es hoy? Hoy es sábado.*

1. Qué día is what day; es is is; hoy is today.
2. Sábado is Saturday.
3. Put it in English order.

Answer: What day is today? Today is Saturday.

Example 3. Why is Sunday called domingo in Spanish?

1. Domingo comes from the Latin dies Dominica.
2. Dies means day; Dominica means of the Lord.
3. Christians named it for the day Jesus rose from the dead.

Answer: Domingo means the Lord's day, because Jesus rose from the dead on the first day of the week.

PRACTICE

[EASY] **1.** Say the seven Spanish days in order, starting with the first day of a Spanish week.

Answer: Lunes, martes, miércoles, jueves, viernes, sábado, domingo.

[EASY] **2.** Give the English: hoy, mañana, viernes.

Answer: Today, tomorrow, Friday.

[EASY] **3.** Which two day names carry accent marks?

Answer: Miércoles and sábado.

[MEDIUM] **4.** Say in Spanish: Today is Tuesday. Tomorrow is Wednesday.

Answer: Hoy es martes. Mañana es miércoles.

[MEDIUM] **5.** Which day is named for the moon, and what is the Spanish word for moon inside it?

Answer: Lunes, Monday; luna is moon.

[MEDIUM] **6.** Answer in Spanish: ¿Qué día es hoy? (Give the true answer for today.)

Answer: Hoy es ... with today's day, for example: Hoy es jueves.

[HARD] **7.** Find and fix the two mistakes: *Hoy es Sabado*.

Answer: Hoy es sábado. Spanish days take a small letter, and sábado needs its accent mark.

[CHALLENGE] **8.** English says Saturday and Sunday; Spanish says sábado and domingo. Explain how a Spanish week points at the worship of God twice.

Answer: Sábado comes from the Sabbath, the day of rest God blessed after creation, and domingo comes from dies Dominica, the Lord's day, the day Jesus rose. English kept the old Roman names for Saturn and the sun instead.

COMMON MISTAKES

- Capitalizing the days. Spanish writes lunes and domingo with small letters, unless the word begins a sentence.
- Starting the Spanish week with domingo. Spanish calendars begin with lunes and end with domingo.
- Saying the h in hoy. It is silent: oy.
- Mixing up mañana and la mañana. Mañana by itself is tomorrow; la mañana is the morning.

From history. Medieval calendars wrote the great feasts in red or gold ink and ordinary days in black, which is where the English phrase a red-letter day comes from. The tiny Roman numbers in the far left column of Joanna's calendar had a job too: they helped readers work out when the new moon would come, which mattered for finding the date of Easter each year. A calendar page like this was part prayer list, part clock and part almanac, all painted by hand.

Make it a game: ¡Domingo, Salta!. Sit in a circle. Going around, each player says the next day of the week in Spanish, starting with lunes. Whoever lands on domingo must jump up and shout ¡domingo!, and the round starts over. Miss your day or say it wrong and you are out until the next round. Then play it backward. Finish with the mañana round: the parent calls a day, and the student must answer with the next day in under three seconds: ¡martes! ¡miércoles!

“And God blessed the seventh day, and sanctified it: because that in it he had rested from all his work which God created and made.” (Genesis 2:3, KJV)

In the Reina-Valera this verse begins: Y bendijo Dios al día séptimo, y lo santificó, and God blessed the seventh day and made it holy. The seventh day is where the word sábado comes from. Remember santificó: in Unit 5 you will pray its cousin, santificado, in the Padre Nuestro.

2.2 The Twelve Months

OBJECTIVES

- Say the twelve months of the year in Spanish in order, written with small letters.
- Say in what month your birthday falls: Mi cumpleaños es en ...
- Tell how the Spanish-speaking world keeps el Día de los Reyes Magos on January 6.
- Find the Latin numbers hiding in septiembre, octubre, noviembre and diciembre.

Warm-up. Turn your week wheel and announce: Hoy es ... Mañana es ... Then chant the seven days, forward and backward. Now a question about your family: who has a birthday soonest? In which month? Today you learn to say every month of the year, and to tell when your own birthday comes, with a word that means the day you complete your years.

Watch: Learn Spanish! - The months of the year!

Señor Jordan · 4:50

<https://www.youtube.com/watch?v=K6oHEO7kScg>

When to watch: After the How Spanish works paragraph. Say each month after him, and listen for how close most of them are to English.

Note: The same teacher as the days song. Pause after each group of three months and say them back before going on.

Backup video: Spanish Months of the Year | Doce Meses del Año | Jack Hartmann

Jack Hartmann Kids Music Channel · 2:19

<https://www.youtube.com/watch?v=HK9jD3gWhxU>

When to watch: A short, bouncy months song for Session 2 or 3. Stand up and sit down on each new month to keep the rhythm.

KEY TERMS

los meses del año

The months of the year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.

mi cumpleaños

My birthday. Cumpleaños is built from cumple (completes) and años (years): the day you complete another year.

el Día de los Reyes Magos

The Day of the Three Kings, January 6, when the Spanish-speaking world remembers the Wise Men who came to Jesus, and children receive gifts.

Epiphany

The church's name for January 6, the feast of the Wise Men. It closes the twelve days of Christmas.

rosca de reyes

A ring-shaped sweet bread eaten on Three Kings Day, with a tiny figure of the baby Jesus baked inside.

CORE IDEAS

The story. On the evening of January 5, children all over Spain, Mexico, Puerto Rico and much of Latin America do something curious before bed: they set their shoes by the door or under the bed. In many homes they also leave a shoebox full of grass or hay and a bowl of water, for the camels. In the morning, the shoes are surrounded by gifts, left, children say, by los Reyes Magos, the Wise Men, whom Spanish tradition names Melchor, Gaspar and Baltasar. In Spain the kings ride through the streets the night before in great parades, tossing candy to the crowds. In Mexico the family cuts a rosca de reyes, a ring of sweet bread decorated with candied fruit like the jewels of a crown; somewhere inside hides a tiny figure of the baby Jesus, hidden as Mary and Joseph hid Him from King Herod. Whoever finds Him in a slice must host the tamales on February 2, the day the church remembers Jesus being presented in the temple. So in the Spanish-speaking world the gift morning comes not on Christmas but on the twelfth day after it, and the calendar itself carries the Gospel story: the birth in diciembre, the Wise Men in enero, the temple in febrero. In 1619, a young painter in Seville named Diego Velázquez, not yet twenty-one, painted the kings kneeling before the Child, and his painting hangs today in the Prado museum in Madrid.

How Spanish works: the months. Most Spanish months will look like old friends: *enero* (January), *febrero* (February), *marzo* (March), *abril* (April), *mayo* (May), *junio* (June), *julio* (July), *agosto* (August), *septiembre* (September), *octubre* (October), *noviembre* (November), *diciembre* (December). Like the days, the months are written with **small letters**: enero, not Enero. To say something happens in a month, use en (in): *Mi cumpleaños es en marzo*, my birthday is in March. *La Navidad es en diciembre*, Christmas is in December. To name a date, Spanish says the number first: *el seis de enero*, the sixth of January. Your birthday word is a little story of its own: **cumpleaños** is cumple (completes) plus años (years), the day you complete another year.

Numbers in disguise. Look closely at the last four months. Sept is seven, oct is eight, nov is nine and dic is ten in Latin: septiembre, octubre, noviembre and diciembre mean the seventh, eighth, ninth and tenth months. But they are the ninth, tenth, eleventh and twelfth! That is

because the oldest Roman calendar began the year in March, and when the Romans later moved the start of the year to January, the old number names stayed put. The other months come from Latin too: enero from Janus, the Roman god of doorways (the door into the year), marzo from Mars, julio from Julius Caesar and agosto from the emperor Augustus. A student of our Latin courses will spot every one.

Say it out loud. *enero* (eh-NEH-roh), *febrero* (feh-BREH-roh), *marzo* (MAHR-soh), *abril* (ah-BREEL), *mayo* (MAH-yoh), *junio* (HOO-nyoh), *julio* (HOO-lyoh), *agosto* (ah-GOHS-toh), *septiembre* (sehp-TYEHM-breh), *octubre* (ohk-TOO-breh), *noviembre* (noh-BYEHM-breh), *diciembre* (dee-SYEHM-breh). Chant them in four groups of three, like the four seasons: enero, febrero, marzo; abril, mayo, junio; julio, agosto, septiembre; octubre, noviembre, diciembre. Then say your own sentence: *Mi cumpleaños es en ...* (mee koom-pleh-AH-nyohs ehs ehn ...).

Try it. This week you hang a line of months across a wall: twelve cards on a string, each with its month and a drawing, and every family birthday clipped to the right month. Next week it becomes the family calendar of the unit challenge.

PICTURE STUDY



The Adoration of the Magi, Diego Velázquez, 1619 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Diego Velázquez was not yet twenty-one when he painted this in Seville in 1619; he would go on to become the court painter of the king of Spain and one of the greatest painters who ever lived. He painted the Wise Men not as figures from a far-off fairy tale but as real people you could meet on a Seville street, with real faces, real hands and heavy, real cloth. Many people have long believed he used his own family as models: his young wife as Mary, their baby daughter as the Child, and perhaps himself as the young king kneeling in front. Whether or not that is so, it is a painting about a family receiving visitors, and the visitors falling on their knees.

Look closely.

- Find the young king kneeling in front, wrapped in a great golden-yellow cloak. What is he holding out to the Child?
- Find the king in the red cape with the white lace collar, and the older gray-bearded king at the left edge. Each one holds a golden vessel. Remember the three gifts: gold, frankincense and myrrh.
- Look at the baby Jesus. Where is He looking? Velázquez has Him gazing almost straight out of the painting at you.
- Look at the stone on the ground just below Mary's dark blue robe. Velázquez painted the year there: can you find 1619? Then look up at the top left corner for the hills and the dawn sky.

Talk about it.

1. The kings were great men, yet they knelt before a baby. What does that tell you about who the baby was?
2. Why do you think Spanish-speaking children receive their gifts on the day of the Wise Men?
3. If Velázquez really used his own family as models, why might a painter choose the people he loved best for this scene?

ACTIVITY

The line of months

Today you hang the whole year across a wall: twelve month cards on a string, decorated, with every family birthday and the great feasts clipped where they belong. You will walk the line and say the year out loud.

You will need:

- 13 index cards for the new vocabulary, plus 12 more (or half-sheets of paper) for the month line

- A length of string or yarn, tape, and a few clothespins or paper clips
- Markers or colored pencils and your Spanish notebook

Steps:

1. Make the flashcards: the twelve months and mi cumpleaños. Run the months in order, then in groups of three, then shuffle and rebuild the year on the table.
2. On the twelve big cards, write one month each in large small-letter lettering: enero, febrero, marzo... Decorate each with something that belongs to it where you live: snow for enero, flowers for mayo, a Christmas star for diciembre.
3. Tape the string across a wall or a doorway and clip the twelve months on it in order.
4. Ask each person in the family when his or her birthday is. Write a small card for each one, Cumpleaños de mamá, Cumpleaños de papá, with the person's name, and clip it to the right month.
5. Add the feasts: el Día de los Reyes on enero, la Navidad on diciembre, and Easter on the month it falls this year (marzo or abril).
6. Walk the line from enero to diciembre, touching each card and saying the month. Stop at your own and announce: ¡Mi cumpleaños es en ...! Then ask each family member ¿Cuándo es tu cumpleaños? (When is your birthday?) and help them answer in Spanish.

Tips:

- Small letters for the months, always, unless the month begins a sentence.
- Watch the two j months: junio and julio both start with the breathy Spanish h sound, HOO-nyoh and HOO-lyoh.
- You may see setiembre in some countries; it is an older spelling of septiembre, and both are correct.

Check your work:

- My thirteen new flashcards are made and I can put the twelve months in order without help.
- The line of months hangs in order, every month spelled with small letters.
- Every family birthday and at least three feasts are clipped to the right months.
- I can say Mi cumpleaños es en ... with my own month, and help someone else say theirs.

SPANISH NOTEBOOK

1. Write the twelve months in four rows of three, with the English beside each, dated.

2. Circle the four months with Latin numbers inside them and write the number each one hides: sept (7), oct (8), nov (9), dic (10).
3. Write Mi cumpleaños es en ... with your own month, and two more sentences about family birthdays: El cumpleaños de mamá es en ...
4. Write three sentences in English about el Día de los Reyes: the shoes, the camels' grass and the rosca de reyes.

WORKED EXAMPLES

Example 1. Say in Spanish: My birthday is in May.

1. My birthday: mi cumpleaños.
2. Is in: es en.
3. May: mayo, with a small letter.

Answer: Mi cumpleaños es en mayo.

Example 2. Translate: *El Día de los Reyes es el seis de enero.*

1. El Día de los Reyes is the Day of the Kings, Three Kings Day.
2. Es is is; el seis de enero is the sixth of January.
3. Spanish puts the number first and the month after de.

Answer: Three Kings Day is the sixth of January (January 6).

Example 3. Septiembre has sept, seven, inside it. Why is it the ninth month?

1. Find the Latin number: septem means seven.
2. The oldest Roman calendar began in March, so September was the seventh month.
3. When the year's start moved to January, the name stayed.

Answer: It was the seventh month when the Roman year began in March; the year now begins two months earlier, but the old name stayed.

PRACTICE

[EASY] **1.** Say the twelve months in order, in Spanish.

Answer: Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.

[EASY] **2.** Give the English: abril, agosto, diciembre.

Answer: April, August, December.

[EASY] **3.** What does mi cumpleaños mean, and what two pieces is cumpleaños made of?

Answer: My birthday. Cumple (completes) and años (years): the day you complete another year.

[MEDIUM] **4.** Say in Spanish: Christmas is in December. My birthday is in July.

Answer: La Navidad es en diciembre. Mi cumpleaños es en julio.

[MEDIUM] **5.** What do children in the Spanish-speaking world do on the night of January 5, and why?

Answer: They set out their shoes (and often grass or hay and water for the camels), and in the morning find gifts, remembering the Wise Men who brought gifts to Jesus. January 6 is el Día de los Reyes Magos.

[MEDIUM] **6.** Which month comes after junio? Which comes before marzo? Answer in Spanish.

Answer: Julio comes after junio; febrero comes before marzo.

[HARD] **7.** Find and fix the two mistakes: *Mi Cumpleaños es en Octubre.*

Answer: Mi cumpleaños es en octubre. Neither cumpleaños nor the month needs a capital letter in the middle of a sentence.

[CHALLENGE] **8.** Name the three Spanish months that carry a feast of the Christmas story, in calendar order from the birth, and tell what each remembers.

Answer: Diciembre: la Navidad, the birth of Jesus. Enero: el Día de los Reyes, January 6, the Wise Men. Febrero: February 2, Jesus presented in the temple (the day the finder of the rosca's baby hosts the tamales).

COMMON MISTAKES

- Capitalizing the months. Spanish writes enero and julio with small letters.
- Saying junio and julio with an English j. Spanish j is a breathy h: HOO-nyoh, HOO-lyoh.

- Forgetting the ñ in cumpleaños. Without it the word is misspelled; with it, the sound is NYOHS.
- Putting the month first in a date: enero seis. Spanish says the number first: el seis de enero.

From history. Spain has a merry way to start each new year. At midnight on December 31, families gather by the clock (in Madrid, crowds pack the square under a famous clock tower), and at each of the twelve strokes of midnight they eat one grape, twelve grapes in all, one for each month of the coming year. Getting all twelve down before the last stroke, laughing, is harder than it sounds. Try it with twelve raisins and the months: say enero and pop one, febrero and pop another, and see if you can finish the year in twelve seconds.

Make it a game: El Tren de los Meses. The month train. Shuffle the twelve month flashcards and deal them out among the players. The player holding enero lays it down and says it; whoever holds febrero must lay it down next and say it, and so on around the table until diciembre ends the line. Time the whole train, then reshuffle and try to beat the time. Bonus round: as each birthday month goes down, its owner must call out ¡Mi cumpleaños!

“When they saw the star, they rejoiced with exceeding great joy. And when they were come into the house, they saw the young child with Mary his mother, and fell down, and worshipped him: and when they had opened their treasures, they presented unto him gifts; gold, and frankincense, and myrrh.” (Matthew 2:10–11, KJV)

In the Reina-Valera, verse 11 begins: Y al entrar en la casa, vieron al niño con su madre María, and coming into the house, they saw the child with his mother Mary. Find your words: la casa from Unit 1 and madre from Grade 3. And the gifts: oro, incienso y mirra, gold, incense and myrrh.

Unit 2 review

Answer each question aloud or in writing. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. (5 pts) Say the seven days of the week in Spanish order, and tell which two carry accent marks.

Answer: Lunes, martes, miércoles, jueves, viernes, sábado, domingo. Miércoles and sábado carry accent marks.

2. (5 pts) Say in Spanish: Today is Friday. Tomorrow is Saturday.

Answer: Hoy es viernes. Mañana es sábado.

3. (5 pts) Tell the stories in the names lunes, sábado and domingo.

Answer: Lunes is the moon's day (luna). Sábado comes from the Sabbath, the day of rest God blessed. Domingo comes from dies Dominica, the Lord's day, the day Jesus rose.

4. (5 pts) Say the twelve months in Spanish, in order.

Answer: Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.

5. (5 pts) Say in which month your birthday falls, in a full Spanish sentence, and explain the word cumpleaños.

Answer: Mi cumpleaños es en ... (the student's month, small letter). Cumpleaños is cumple (completes) plus años (years): the day you complete another year.

6. (5 pts) What is el Día de los Reyes Magos? Give its date and two ways it is kept.

Answer: The Day of the Three Kings, January 6, remembering the Wise Men who brought gifts to Jesus. Any two: children set out their shoes and find gifts in the morning; they leave grass or hay and water for the camels; parades of the kings in Spain; the rosca de reyes with a tiny baby Jesus baked inside, in Mexico.

Unit challenge: The family calendar

Make a hand-drawn calendar for the current month, labeled entirely in Spanish, and hang it where the family will use it. Across the top, letter the month's name large, with a small letter and your best decoration. Rule a grid of seven columns and write the days across the top in Spanish order, starting with lunes (you may use the first letters, L, M, M, J, V, S, D, the way many Spanish calendars do; in Spain some write X for miércoles so it will not be confused with martes). Number every day in the right box. Then fill it in: mark every family birthday in the month with cumpleaños and the person's name, draw a small church or cross in every domingo box, add any feast days, and circle hoy each morning. At the bottom, write three sentences in Spanish: Hoy es ... Mañana es ... and Mi cumpleaños es en ... Present the calendar to your family by reading the month, the days and every birthday aloud.

Look for	What it means
Correct calendar	The month's days are numbered in the right boxes, and the week runs lunes to domingo in Spanish order.
Spanish spelling	The month and days are spelled correctly with small letters and accents (miércoles, sábado), and cumpleaños keeps its ñ.
Family and feasts	Every family birthday in the month is marked with cumpleaños, every domingo is marked, and the three sentences at the bottom are correct and true.
Presentation	The student read the month, the days in order and the birthdays aloud with pure vowels, and the calendar is neat enough to hang and use.

Weather and the Seasons

In 1786 the young painter Francisco de Goya was asked to paint the four seasons for a royal dining room near Madrid. His paintings were not meant to hang in frames: they were full-size patterns for weavers, who copied them thread by thread into great wool tapestries. For winter, Goya painted a snowstorm, three travelers bent double in a blizzard with their dog and their mule. In Lesson 3.1 you step into that storm and learn how Spanish talks about the weather. It has a charming habit: instead of saying it is sunny, Spanish says *hace sol*, it makes sun. With five phrases, *hace sol*, *hace frío*, *hace calor*, *llueve* and *nieva*, and the question *¿Qué tiempo hace?*, you can report the sky every morning of your life.

In Lesson 3.2 you turn to another painting from the same set: autumn, and the *vendimia*, Spain's grape harvest, when whole villages went out to the vineyards to bring in the fruit of the year. With it come the four seasons, each with its little word: *la primavera*, *el verano*, *el otoño*, *el invierno*. You will join the seasons to the months from Unit 2 and the weather from Lesson 3.1 (*En el invierno hace frío*), discover that south of the equator Christmas comes in summer, and finish the unit by running a week-long weather station on your own refrigerator.

PREREQUISITES

- Units 1–2: house and school words with their little words, *hay*, the days and months, *hoy* and *mañana*
- Can say *Hoy es ...* and *Mañana es ...* for any day of the week
- The flashcard deck so far: 34 words, drilled at the start of every session

MASTERY CHECKLIST

- I can ask *¿Qué tiempo hace?* and answer with the five weather phrases: *hace sol*, *hace frío*, *hace calor*, *llueve*, *nieva*.
- I can explain that Spanish uses *hace*, it makes, for sun, cold and heat, and that *llueve* and *nieva* need no *hace*.
- I can name the four seasons with their little words: *la primavera*, *el verano*, *el otoño*, *el invierno*.
- I can make season sentences that join the units together: *En el invierno hace frío. En el verano hace calor.*
- I can tell what Goya's tapestry cartoons were, and what the *vendimia* is.
- My weather cards and four-season fold are made, and my notebook has a week of weather reports, dated.

OPTIONAL BOOKS AND RESOURCES

- **The Prado Museum's online collection** — <https://www.museodelprado.es/en/the-collection>: Free online. Search for Goya's tapestry cartoons to see the whole set of four seasons side by side: the flower sellers of spring, the threshing floor of summer, the grape harvest of autumn and the snowstorm of winter. Name the season of each in Spanish.
- **Calico Spanish for Kids on YouTube** — <https://www.youtube.com/@calicospanish>: Free. Short, cheerful songs made for children learning Spanish; this unit's seasons song comes from here, and their weather songs are good company for the morning weather report.
- **SpanishDict** — <https://www.spanishdict.com>: Free online. For a family that wants more weather words than the five in this unit, type a word like wind or cloudy and hear the Spanish spoken aloud.

3.1 ¿Qué Tiempo Hace?

OBJECTIVES

- Ask ¿Qué tiempo hace? and answer with hace sol, hace frío, hace calor, llueve and nieva.
- Explain Spanish's weather word, hace, it makes, and why llueve and nieva stand alone.
- Join the weather to the days: Hoy hace sol. El lunes llueve.
- Tell what Goya's tapestry cartoons were and describe his painting of a snowstorm.

Warm-up. Turn your week wheel and announce today and tomorrow. Chant the months in four groups of three. Now go to a window and look up: is it sunny, rainy, cold, hot? Say it in English. Then try this: imagine the sky as a giant workshop that makes the weather. Today it makes sun, or it makes cold. That is exactly how Spanish talks about the weather, and today you learn to say it.

Watch: 01057 Spanish Lesson - El tiempo y el clima (weather)

Señor Jordan · 6:24

<https://www.youtube.com/watch?v=cdMQROm3qXs>

When to watch: After the How Spanish works paragraph, before Say it out loud. Say each weather phrase after him and act it out.

Note: A whiteboard lesson from a Spanish teacher, made for a slightly older audience but clear, gentle and clean. He teaches a few more weather phrases than this lesson needs, such as hace viento (it is windy); enjoy them as extras and listen hardest for your five.

Backup video: Spanish WEATHER EXPRESSIONS (¿Qué tiempo hace?) Level 1 | Mi Camino Spanish

Mi Camino Spanish · 2:51

https://www.youtube.com/watch?v=I_4kB22EsqQ

When to watch: A short, bright weather video made for children, good for Session 2 or 3, or for any morning when you want a quick review before the weather report.

KEY TERMS

¿Qué tiempo hace?

What is the weather like? Word for word: what weather does it make? Here el tiempo means the weather.

hace

It makes. Spanish's weather word: *hace sol* (it makes sun, it is sunny), *hace frío* (it is cold), *hace calor* (it is hot). Its h is silent: AH-seh.

llueve and nieva

It rains and it snows. Each one is a complete sentence all by itself, with no *hace* in front.

tapestry cartoon

A full-size painting made as a pattern for weavers, who copied it thread by thread into a wool tapestry to hang on a palace wall.

CORE IDEAS

The story. Francisco de Goya grew up in a stony little village in Aragon, in the northeast of Spain, the son of a gilder who covered picture frames and altars with gold leaf. He came to Madrid as a young man with a head full of pictures, and in 1775 he found steady work at the Royal Tapestry Factory of Santa Bárbara. The factory wove enormous wool tapestries to hang on the walls of the king's palaces, both to make the rooms beautiful and to keep them warm, and Goya's job was to paint the cartoons, the full-size paintings the weavers copied stitch by stitch. For seventeen years he painted ordinary Spanish life for royal walls: children flying kites and playing blind man's buff, picnics by the river, a girl with a parasol, men on stilts. In 1786 he was asked for something special: the four seasons, for the dining room where the prince and princess ate at the palace of El Pardo, just outside Madrid. For winter he painted *La nevada*, the snowstorm: three men wrapped in blankets, bent against a howling wind, trudging through the snow with a spotted dog and a mule loaded with food for the winter table. You can almost feel the cold coming off the canvas. Imagine eating a warm dinner beside that tapestry, with a real winter outside the window.

How Spanish works: the sky makes the weather. To ask about the weather, Spanish says *¿Qué tiempo hace?*, what weather does it make? The answer uses the same word, **hace**, it makes: *hace sol*, it makes sun (it is sunny); *hace frío*, it makes cold (it is cold); *hace calor*, it makes heat (it is hot). Two kinds of weather are so busy that they get a word all their own: *llueve*, it rains (it is raining), and *nieva*, it snows (it is snowing). Each is a whole sentence by itself, with no *hace* in front. To say very, add *mucho*, a lot: *Hace mucho frío*, it is very cold. And your days from Unit 2 slide right in: *Hoy hace sol*. Today it is sunny. *El lunes llueve*. On Monday it rains.

Weather, Spanish style. Notice that Spanish never says the sky is cold; it says the sky makes cold. An English speaker might say it is cold today, but a Spanish speaker reaches for *hace* every time: *Hoy hace frío*. Notice too that the Spanish-speaking world has every weather there is. In Mexico City it rains nearly every summer afternoon; in the high Andes of Bolivia and Peru it can snow in any month; along the Caribbean coast it is hot nearly all year; and in the mountains just north of Madrid, winter blizzards can still close the roads, just as in Goya's painting. Wherever you go, *¿Qué tiempo hace?* is the first question of the morning.

Say it out loud. *¿Qué tiempo hace?* (keh TYEHM-poh AH-seh), *hace sol* (AH-seh sohl), *hace frío* (AH-seh FREE-oh), *hace calor* (AH-seh kah-LOHR), *llueve* (YWEH-beh), *nieva* (NYEH-bah). Give each phrase a motion: make a big circle with your arms for *hace sol*, shiver for *hace frío*, fan your face for *hace calor*, wiggle your fingers downward for *llueve*, and float your hands down slowly for *nieva*. Say and act all five three times. Then go to the window and give the real report: *Hoy hace ...*

Try it. This week you make five weather cards, one for each phrase, with a picture on the front and the Spanish on the back. Each morning you look out the window and give the day's report with your cards: the day, then the weather. Next week your reports become a weather station on the refrigerator.

PICTURE STUDY



The Snowstorm (La nevada), Francisco de Goya, 1786 · Oil on canvas, a cartoon for a tapestry · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

This is Goya's winter, one of the four seasons he painted in 1786 for a royal dining room at the palace of El Pardo. It is a cartoon, a pattern painted for the weavers of the Royal Tapestry Factory, who copied it in wool. Goya made the winter feel real: the wind, the snow, the gray sky, and

people who must keep walking through it anyway. In Spanish you could sum up the whole painting in four words: *Nieva y hace frío*. It is snowing and it is cold.

Look closely.

- Find the three men in the middle, wrapped in pale blankets and leaning on one another. Why do you think they walk so close together?
- Look at the bare trees. Which way is the wind blowing? How can you tell without seeing the wind itself?
- Find the black-and-white dog looking up at the travelers, and the mule at the right. The mule is carrying the winter's food home; how far do you think they still have to go?
- Find the man at the far left with his hood pulled down and his head bent. Copy his pose. What does your body say when you stand like that?

Talk about it.

1. Goya painted this for a dining room where a prince and princess ate. Why might someone want a picture of a snowstorm in a warm dining room?
2. The travelers keep going through the storm. Where do you think they are going, and who might be waiting for them?
3. Give the weather report for this painting in Spanish. Then give the weather report for today outside your window.

ACTIVITY

Weather cards and the weather window

Today you build a set of weather cards and open the weather window: every morning, you look outside and report the weather in Spanish, the way people across the Spanish-speaking world start their day.

You will need:

- 6 index cards for the new vocabulary
- 5 more index cards or half-sheets of paper for the weather cards
- Crayons or colored pencils, and your Spanish notebook

Steps:

1. Make the flashcards: ¿Qué tiempo hace?, hace sol, hace frío, hace calor, llueve and nieva. Run them with the motions from Say it out loud.

2. Make five big weather cards. On the front of each, draw the weather large and bright: a sun, a shivering snowman or mittens, a hot thermometer or a fan, rain clouds, falling snowflakes. On the back, write the Spanish phrase.
3. Go to a window. Have a parent ask: ¿Qué tiempo hace? Choose the right card, hold it up and answer with a full report: Hoy es (the day). Hace sol. Two cards can be true at once: Hace sol y hace frío.
4. Play the forecast: a parent names a day and a weather in English (Monday, rain!), and you announce it in Spanish: El lunes llueve.
5. Start your weather log in your notebook. Each morning this week, write the day and the weather in Spanish: lunes: hace frío. Add a tiny drawing.
6. At dinner, give the family the day's report in Spanish without your cards.

Tips:

- The h in hace is silent, as in every Spanish word: AH-seh, never HAY-see.
- Llueve and nieva never take hace. Hace llueve is like saying it makes rains; just say llueve.
- If the weather is in between, choose the truest card. A cloudy, chilly day is hace frío.

Check your work:

- My six flashcards and five weather cards are made.
- I can answer ¿Qué tiempo hace? with the right phrase and its motion, for all five weathers.
- My notebook weather log has a dated report for at least three mornings.
- I gave a Spanish weather report at dinner without my cards.

SPANISH NOTEBOOK

1. Write ¿Qué tiempo hace? and the five weather phrases with their English, dated, with a tiny drawing beside each.
2. Write the two kinds of weather sentences in two columns: with hace (hace sol, hace frío, hace calor) and standing alone (llueve, nieva).
3. Keep the weather log: one line a morning, the day and the weather, for the whole week.
4. Write the weather report for Goya's painting in Spanish and in English.

WORKED EXAMPLES

Example 1. Translate *Hace frío* word for word, and then into good English.

1. Hace is it makes; frío is cold.
2. Word for word: it makes cold.

3. English says it this way: it is cold.

Answer: Word for word, it makes cold; in English, it is cold.

Example 2. Say in Spanish: Today it is raining.

1. Today: hoy.
2. It is raining: llueve, one word, no hace.
3. Put them together.

Answer: Hoy llueve.

Example 3. Give the Spanish weather report for Goya's snowstorm.

1. What is falling? Snow: nieva.
2. How does it feel? Cold: hace frío.
3. Join the two with y, and.

Answer: Nieva y hace frío. (It is snowing and it is cold.)

PRACTICE

[EASY] **1.** Give the English: hace sol, hace calor, nieva.

Answer: It is sunny, it is hot, it is snowing (it snows).

[EASY] **2.** What question do you ask to find out the weather in Spanish?

Answer: ¿Qué tiempo hace?

[EASY] **3.** Which two weather words never take hace?

Answer: Llueve (it rains) and nieva (it snows).

[MEDIUM] **4.** Say in Spanish: It is cold. It is raining.

Answer: Hace frío. Llueve.

[MEDIUM] **5.** Translate: Hoy hace sol. Mañana llueve.

Answer: Today it is sunny. Tomorrow it is raining (it will rain).

[MEDIUM] 6. What was a tapestry cartoon, and who copied Goya's cartoons?

Answer: A full-size painting made as a pattern for a tapestry. The weavers of the Royal Tapestry Factory copied them thread by thread in wool.

[HARD] 7. Find and fix the mistake: *Hoy hace llueve*.

Answer: Hoy llueve. Llueve stands alone and never takes hace.

[CHALLENGE] 8. Say in Spanish: On Saturday it is very hot. (Hint: use the little word for on with the day, and mucho for very.)

Answer: El sábado hace mucho calor.

COMMON MISTAKES

- Putting hace in front of llueve or nieva. They stand alone: llueve, nieva.
- Saying the h in hace. It is silent: AH-seh.
- Using es for weather the English way: es frío. Spanish says the sky makes it: hace frío.
- Saying llueve with an l sound. Ll sounds like y: YWEH-beh.

From history. Goya painted more than sixty tapestry cartoons, and after the tapestries were woven, most of the cartoons were rolled up and stored away in the royal palace for many years. In the late 1800s they were brought to the Prado museum in Madrid, and now millions of visitors see the snowstorm that once only a prince's dinner guests could see. Goya went on to become the court painter of Spain and one of the most famous artists in history, but some of his happiest pictures are these: kites, games, picnics, harvests and snow, ordinary Spanish days painted for a palace wall.

Make it a game: El Meteorólogo Dice. The weatherman says. The student is the weatherman and calls out weather phrases: ¡Hace sol! ¡Llueve! ¡Hace frío! Everyone else must instantly act out the motion (arms in a circle for sun, fingers raining down, shivering for cold, fanning for heat, slow snowflake hands for snow). The weatherman can try to trick players by doing the wrong motion; anyone who copies the wrong motion sits out a round. After five rounds, the last player standing becomes the new meteorólogo.

“That ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.” (Matthew 5:45, KJV)

In the Reina-Valera, this verse says God hace salir su sol, makes His sun rise, and hace llover, makes it rain. There is your weather word, hace, it makes, and the very sun and rain you learned today. Every weather report in Spanish quietly says what Jesus said: the One who makes the weather is our Father.

3.2 The Four Seasons

OBJECTIVES

- Name the four seasons with their little words: la primavera, el verano, el otoño, el invierno.
- Join the seasons to the weather and the months: En el invierno hace frío. El otoño es en septiembre, octubre y noviembre.
- Tell what the vendimia is and describe Goya's painting of the grape harvest.
- Explain why the seasons are turned around south of the equator.

Warm-up. Give the morning weather report: Hoy es ... Hace ... Then chant the twelve months in four groups of three, and notice that you have been chanting the seasons all along: every group of three is a season. Now think: what is your favorite time of year, and what is the weather like then? Today you learn to name the four seasons in Spanish and to say what the sky does in each.

Watch: Las estaciones - The Seasons of the Year Spanish weather song for children

Calico Spanish for Kids · 2:09

<https://www.youtube.com/watch?v=vf6-Gy1IQNo>

When to watch: After the How Spanish works paragraph, before Say it out loud. Sing along on the four season names, and listen for the weather phrases you learned last week.

Note: A cheerful seasons song made for children learning Spanish. Las estaciones means the seasons; play it twice and the four names will stick.

Backup video: Seasons of the Year Song in Spanish (Las Estaciones del Año) | Spanish Songs by a Native Speaker

Canta Con Jess · 3:18

<https://www.youtube.com/watch?v=6sVqqDHjrYI>

When to watch: A second seasons song, sung by a native speaker, for Session 2 or 3. Hold up four fingers, one for each season, as you hear its name.

KEY TERMS

las estaciones

The seasons: la primavera (spring), el verano (summer), el otoño (autumn), el invierno (winter).

la vendimia

The grape harvest, in Spain usually in September and October, when the ripe grapes are cut, gathered in baskets and carried in from the vineyards.

equator

The imaginary line around the middle of the earth. North and south of it the seasons are opposite: when it is winter in Mexico, it is summer in Chile.

las uvas

The grapes. Una uva, one grape; las uvas, grapes.

CORE IDEAS

The story. Every year in Spain, when summer turns to autumn, the grapes ripen in the vineyards: on the red hills of La Rioja in the north, across the wide plains of La Mancha in the middle of the country, and around Jerez in the far south. Then comes the **vendimia**, the grape harvest, and for centuries it took everyone. Grandparents, parents and children went out together to the long rows of vines. They cut the heavy bunches with small curved knives, filled baskets, carried them on their heads and shoulders to the carts, and brought the fruit of the year home. In the old days the grapes were pressed in great stone troughs, and the first sweet juice, called mosto, was tasted with joy. In many towns the harvest still ends with music, dancing and thanks, and in some the first grapes are blessed. Goya painted it for the same royal dining room as his snowstorm: *La vendimia* was his autumn. Four paintings for four walls, the flower sellers of spring, the wheat harvest of summer, the grape harvest of autumn and the snowstorm of winter, so that a family eating dinner was surrounded by the whole year turning, the way God set it turning: seedtime and harvest, cold and heat, summer and winter.

How Spanish works: the seasons wear hats too. Here are the four seasons, each with its little word: *la primavera* (spring), *el verano* (summer), *el otoño* (autumn, fall), *el invierno* (winter). Learn them with their hats, like every noun. Now join them to what you already own. With the weather: *En el invierno hace frío*. In winter it is cold. *En el verano hace calor*. In summer it is hot. *En la primavera llueve*. In spring it rains. With hay: *En el otoño hay uvas*. In autumn there are grapes. With the months: *El invierno es en diciembre, enero y febrero*. Three units, one sentence.

Old names, and an upside-down year. The season names come from Latin. Primavera means first spring-time; invierno comes from the Latin for winter, the same root as the English word hibernate, what bears do all winter; otoño is Latin autumnus, almost the same as the English autumn. And here is a surprise: the seasons are not the same everywhere in the Spanish-speaking world. South of the equator, in Argentina, Chile, Uruguay and Paraguay, the year is turned around. When it is winter in Mexico and the United States, it is summer in Argentina.

Children in Buenos Aires open their Christmas presents in shorts, and their grape harvest comes in March: *En Argentina, la Navidad es en el verano*. In Argentina, Christmas is in summer.

Say it out loud. *la primavera* (lah pree-mah-BEH-rah), *el verano* (el beh-RAH-noh), *el otoño* (el oh-TOH-nyoh; ñ says ny), *el invierno* (el een-BYEHR-noh). Remember that v sounds like a soft b. Chant the seasons in order three times, then say one weather sentence for each: *En la primavera llueve. En el verano hace calor. En el otoño hace sol. En el invierno nieva*. Change any of them to match the place where you live.

Try it. This week you make a four-season fold: a sheet of paper folded into four panels, one season in each, with its months, its weather and a picture of what your family does then. It gathers Units 2 and 3 onto a single page.

PICTURE STUDY



The Grape Harvest (La vendimia), Francisco de Goya, 1786 · Oil on canvas, a cartoon for a tapestry · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

This is Goya's autumn, painted in 1786 for the same royal dining room as the snowstorm of the last lesson. Where the winter painting is gray and hard, this one is warm and golden: a family has

come out to the vineyard at harvest time, and the grapes are being cut and carried while they watch and share them. Goya painted it, like the snowstorm, as a pattern for the tapestry weavers, so its colors had to be strong enough to show in wool.

Look closely.

- Find the woman standing in the middle with a basket on her head. What is in her basket, and how is she keeping it steady?
- Find the young man in the golden suit holding up a bunch of grapes. Who is he offering them to? And who is reaching up to grab them first?
- Look behind the family on the right: workers are bent over in the vineyard, picking. Count them, then say your count in Spanish: Hay ...
- Look at the sky and the mountains. Compare this sky with the sky in La nevada. Give the weather report for each painting in Spanish.

Talk about it.

1. Goya painted spring, summer, autumn and winter for one dining room. Why might someone want all four seasons around the dinner table?
2. The workers in the back are working hard while the family in front is resting. What do you think the harvest felt like for each of them?
3. What does your family harvest, gather or bring in, in el otoño? Think of apples, pumpkins, leaves or anything else.

ACTIVITY

The four-season fold

Today you gather the whole year onto one sheet: four panels, four seasons, each with its months, its weather and a picture of your family living it.

You will need:

- 4 index cards for the new vocabulary
- A sheet of paper folded in half twice (open it to see four panels)
- Crayons or colored pencils, and your Spanish notebook

Steps:

1. Make the flashcards: la primavera, el verano, el otoño, el invierno. Run them with your weather cards: hold up a season and give it a weather.

2. Unfold your paper into four panels. At the top of each, write one season with its little word, in order: la primavera, el verano, el otoño, el invierno.
3. Under each season, write its three months where you live. North of the equator: la primavera, marzo, abril, mayo; el verano, junio, julio, agosto; el otoño, septiembre, octubre, noviembre; el invierno, diciembre, enero, febrero.
4. Under the months, write one true weather sentence for each season where you live: En el invierno hace frío. En el verano hace calor.
5. Fill the rest of each panel with a picture of your family in that season: planting, swimming, raking leaves, sledding. Mark your own birthday in the right panel with mi cumpleaños.
6. Present the fold to the family: turn to each panel and read it aloud in Spanish, then tell one thing you love about that season in English.

Tips:

- Hats on: la primavera, but el verano, el otoño and el invierno. Say each season with its little word every time.
- If you live where the seasons are not so different, tell the truth about your own weather. A season sentence must be honest, not copied.
- Otoño has a ñ; give the n its little hat.

Check your work:

- My four flashcards are made and I can say the seasons in order with their little words.
- My fold has all four seasons, each with three months spelled with small letters.
- Each panel has a true weather sentence in Spanish and a picture.
- I read the whole fold aloud to my family.

SPANISH NOTEBOOK

1. Write the four seasons with their little words and their English, dated.
2. Write four season-and-weather sentences, one for each season, true for where you live.
3. Write in English what the vendimia is and why whole villages went out for it.
4. Copy En Argentina, la Navidad es en el verano, and explain in English why it is true.

WORKED EXAMPLES

Example 1. Say in Spanish: In winter it is cold.

1. In winter: en el invierno (keep the little word).
2. It is cold: hace frío.

3. Put them together.

Answer: En el invierno hace frío.

Example 2. Translate: *En el otoño hay uvas.*

1. En el otoño: in autumn.

2. Hay: there are.

3. Uvas: grapes.

Answer: In autumn there are grapes.

Example 3. In which Spanish season is Christmas in Argentina, and why?

1. Christmas is in diciembre.

2. Argentina is south of the equator, where the seasons are opposite.

3. December there falls in summer.

Answer: El verano. South of the equator the seasons are turned around, so December is summer: En Argentina, la Navidad es en el verano.

PRACTICE

[EASY] **1.** Name the four seasons in Spanish, with their little words, starting with spring.

Answer: La primavera, el verano, el otoño, el invierno.

[EASY] **2.** Give the English: el verano, el otoño.

Answer: Summer, autumn (fall).

[EASY] **3.** Which season wears la?

Answer: La primavera. The other three wear el.

[MEDIUM] **4.** Say in Spanish: In summer it is hot.

Answer: En el verano hace calor.

[MEDIUM] **5.** Translate: En la primavera llueve. En el invierno nieva.

Answer: In spring it rains. In winter it snows.

[MEDIUM] **6.** What is the vendimia, and when does it usually happen in Spain?

Answer: The grape harvest, when the ripe grapes are cut and carried in from the vineyards, usually in September and October.

[HARD] **7.** Say in Spanish: Winter is in December, January and February.

Answer: El invierno es en diciembre, enero y febrero.

[CHALLENGE] **8.** A boy in Chile and a girl in Mexico both have birthdays in julio. Write a Spanish sentence about the season of each birthday, and explain the difference.

Answer: In Mexico: Su cumpleaños es en el verano. In Chile: Su cumpleaños es en el invierno. Chile is south of the equator, where the seasons are opposite, so July is winter there.

COMMON MISTAKES

- Forgetting the hats: verano instead of el verano. Seasons are nouns and wear their little words.
- Saying la verano because primavera wears la. Only primavera does; the other three are el.
- Saying verano and invierno with an English v. Spanish v is a soft b: beh-RAH-noh, een-BYEHR-noh.
- Assuming the seasons are the same everywhere. South of the equator they are turned around.

From history. The same harvest, in the opposite season: in Argentina, south of the equator, the grapes ripen in late summer, which there means February and March. The city of Mendoza, at the foot of the Andes mountains, holds a great harvest festival every March, with parades, music and a blessing of the fruit. So the vendimia comes twice a year in the Spanish-speaking world, once in the north in the autumn months of September and October, and once in the south in March, both of them thanks for the fruit of the year.

Make it a game: Las Cuatro Esquinas. The four corners. Label the four corners of a room with your season flashcards. The parent calls out a clue: a month (¡julio!), a weather phrase (¡nieva!), or a thing in English (pumpkins! a snowman! flowers! the beach!). The student runs to the right corner and announces the season with its little word: ¡el invierno! Wrong corner or missing hat costs a point. Ten clues, then trade places and let the student call clues for the family.

“While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease.” (Genesis 8:22, KJV)

God spoke this promise to Noah after the flood. In the Reina-Valera it says no cesarán la sementera y la siega, el frío y el calor, el verano y el invierno: the sowing and the harvest, the cold and the heat, the summer and the winter shall not cease. Find four words you now own: frío, calor, verano, invierno. Every season you name is a promise kept.

Unit 3 review

Answer each question aloud or in writing. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. (5 pts) Ask about the weather in Spanish, and give the five weather phrases with their English.

Answer: ¿Qué tiempo hace? Hace sol (it is sunny), hace frío (it is cold), hace calor (it is hot), llueve (it is raining), nieva (it is snowing).

2. (5 pts) Explain what hace means in the weather phrases, and which two weather words do not use it.

Answer: Hace means it makes: hace sol is it makes sun, or it is sunny. Llueve and nieva stand alone without hace.

3. (5 pts) Name the four seasons in Spanish with their little words.

Answer: La primavera, el verano, el otoño, el invierno.

4. (5 pts) Say in Spanish: Today it is cold. In summer it is hot.

Answer: Hoy hace frío. En el verano hace calor.

5. (5 pts) What were Goya's tapestry cartoons, and what did he paint for winter and autumn in 1786?

Answer: Full-size paintings used as patterns by the weavers of the Royal Tapestry Factory, who copied them into wool tapestries for the royal palaces. For winter he painted La nevada, travelers in a snowstorm; for autumn, La vendimia, the grape harvest. Both were for a royal dining room at El Pardo.

6. (5 pts) Why is Christmas in summer in Argentina? Say it in Spanish too.

Answer: Argentina is south of the equator, where the seasons are opposite, so December is summer. En Argentina, la Navidad es en el verano.

Unit challenge: The weather station

Run a Spanish weather station on your refrigerator for one full week. First make a title card, El tiempo de la semana (the weather of the week), and a season card showing the season you are in now, with its little word and a picture. Then, every morning for seven days, look out the window, choose your weather card, and write a report card: the day of the week, the weather phrase, and a drawing. For example: lunes. Hace sol. (with a bright sun); martes. Llueve y hace frío. (with rain and a shivering stick figure). Post each new card in a row under the title, so the week grows across the door. Each morning, read the new report aloud to the family at breakfast, starting with the question: ¿Qué tiempo hace? At the end of the week, stand by the fridge and give the whole week's report from lunes to domingo, and finish by telling which day was best and why, in English.

Look for	What it means
Seven honest reports	A report for every day of the week, each matching the real weather that morning.
Correct Spanish	Days written with small letters and accents (miércoles, sábado); weather phrases correct, with no hace before llueve or nieva.
Drawings and display	Each card has a clear drawing; the title and season cards are made; the row is posted neatly in order.
The daily report	The student asked ¿Qué tiempo hace? and read the report aloud each morning, and gave the full week's report at the end.

Little Sentences

Long before any European had tasted it, the Aztecs and the Maya of Mexico were roasting the bitter beans of the cacao tree and beating them into a foamy drink. Spanish travelers met it in the 1520s, carried it home across the sea, sweetened it with sugar, and before long all of Europe wanted a cup. Even the word chocolate is a gift from Mexico to every language on earth. In Lesson 4.1 you follow chocolate across the ocean and learn to say what you like and what you do not: *me gusta el chocolate*, *no me gusta el queso*, and the question that starts a hundred dinner conversations, *¿te gusta?* With three new foods and every food word you already know, you will survey your whole family's tastes.

In Lesson 4.2 you walk with the shepherds of the Mesta, who for six hundred years drove millions of sheep the length of Spain and back on royal sheep-roads, following the seasons, and counted every flock home at night. With them you learn to count from once to veinte, and the third little sentence of the year: *tengo*, I have. *Tengo un perro*. *¿Tienes un gato?* And the way Spanish tells your age, by saying how many years you have: *Tengo diez años*. The unit ends with a family inventory: eight true sentences about what the people in your house have.

PREREQUISITES

- Units 1–3: house and school words, *hay*, the days and months, the weather and seasons
- Can count from *uno* to *diez* in Spanish without help
- The flashcard deck so far: 44 words, drilled at the start of every session

MASTERY CHECKLIST

- I can say what I like and do not like with *me gusta* and *no me gusta*, keeping the little word: *Me gusta el chocolate*. *No me gusta el queso*.
- I can ask *¿Te gusta ...?* and answer *Sí, me gusta* or *No, no me gusta*.
- I can count from *uno* to *veinte*, and write once to veinte with *dieciséis*'s accent.
- I can say what I have and ask what you have: *Tengo un perro*. *¿Tienes un gato?* *Mamá tiene tres hermanos*.
- I can ask and answer *¿Cuántos años tienes?* *Tengo ... años*.
- I can tell how chocolate crossed the sea from Mexico, and how the shepherds of the Mesta walked their flocks across Spain.

OPTIONAL BOOKS AND RESOURCES

- **Rock 'N Learn on YouTube** — <https://www.youtube.com/@rocknlearn>: Free. Bright, patient videos for children; this unit's count-to-twenty video comes from here. Play it while you set

out the beans for counting the flock.

- **The Reina-Valera Bible online: Salmo 23** — <https://www.biblegateway.com/passage/?search=Salmo%2023&version=RVR1960>: Free online. The shepherd psalm in Spanish. It begins Jehová es mi pastor, the LORD is my shepherd; read the English beside it and hunt for words you know.
- **Your own kitchen:** For the taste survey in Lesson 4.1: a bit of cheese, a glass of juice, a square of chocolate, bread and milk. Nothing special needs to be bought; any foods you can name in Spanish will do.

4.1 Me Gusta

OBJECTIVES

- Say what you like and do not like with me gusta and no me gusta, always keeping the little word: Me gusta el queso.
- Ask ¿Te gusta ...? and answer Sí, me gusta or No, no me gusta.
- Learn three foods: el queso, el jugo, el chocolate, and use them with the Grade 3 table words.
- Tell how chocolate traveled from the Aztecs and Maya to Spain and the world.

Warm-up. Give the weather report and chant the seasons. Then a taste test for the memory: name in Spanish every food you can remember (el pan, la leche, el agua, la fruta, la sopa, los huevos). Now answer in English: what is your favorite food in the whole world? And is there a food you would rather not eat? Today you learn to say both in Spanish, starting with a food that has a five-hundred-year story.

Watch: Learn Spanish - Talking about Likes/Dislikes (part 1)

Señor Jordan · 3:25

<https://www.youtube.com/watch?v=cRo55O9Zaic>

When to watch: After the How Spanish works paragraph, before Say it out loud. Listen for me gusta, no me gusta and ¿te gusta?, and answer his questions out loud.

Note: A short whiteboard lesson from a Spanish teacher, made for a slightly older audience but gentle and clear. He shows a few more forms than this lesson needs (such as le gusta, he or she likes); enjoy them, but practice the three this lesson teaches.

Backup video: Spanish for Kids - Me gusta and no me gusta - Spanish Grammar - Spanish Safari L-99

Spanish Safari by Learn Safari · 2:45

<https://www.youtube.com/watch?v=PxpK5R89IJJs>

When to watch: A short cartoon made for children, good for Session 2 or 3. Give a thumbs up for every me gusta and a thumbs down for every no me gusta.

KEY TERMS

me gusta

I like. Word for word: it pleases me. Me gusta el chocolate: chocolate pleases me, I like chocolate.

no me gusta

I do not like. Put no in front: No me gusta el queso.

¿te gusta?

Do you like? Word for word: does it please you? ¿Te gusta el jugo? Do you like juice?

cacao

The tree whose bitter beans are roasted and ground to make chocolate. The word comes from Nahuatl, the language of the Aztecs, through Spanish.

molinillo

A carved wooden whisk, spun between the palms to beat hot chocolate into foam. You can see one standing in the pot in this lesson's painting.

CORE IDEAS

The story. In the warm forests of southern Mexico and Central America grows a small tree with pods sprouting straight out of its trunk, and inside the pods are the bitter seeds we call cacao beans. Long before Columbus, the Maya and the Aztecs had learned to roast those beans, grind them, mix them with water, cornmeal and sometimes chili pepper, and pour the drink from cup to cup until it foamed. It was a drink for kings and warriors, and the beans were so precious that people used them as money: a few beans would buy a turkey egg or a tomato. When Spanish travelers reached Mexico in the 1520s, they tasted it and made faces; it was bitter! But they learned to love it, and they made one great change: they added sugar, and sometimes cinnamon and vanilla, and drank it hot. In 1544 a group of Maya noblemen visiting the court of the prince of Spain brought cacao among their gifts, and by the 1580s ships were carrying it to Seville. For nearly a century chocolate was Spain's own treasure; then it spread to Italy, France, England and the whole world. Spanish families still love a thick cup of hot chocolate with churros for dipping. And when anyone anywhere says chocolate, in English, French, German or Chinese, they are speaking a word that came out of Mexico.

How Spanish works: me gusta. To say you like something, Spanish says it pleases me: **me gusta**. Then comes the thing, wearing its little word: *Me gusta el chocolate*. I like chocolate. *Me gusta la leche*. I like milk. Do not drop the hat: Spanish says me gusta el queso, never me gusta queso. To say you do not like something, put no in front: *No me gusta el queso*. To ask someone else, change me to te (you): *¿Te gusta el jugo?* Do you like juice? Answer: *Sí, me gusta*. Or: *No, no me gusta*. The two no's are not a mistake: the first answers the question, and the second makes the sentence negative. You can like more than food: *Me gusta el verano*. *Me gusta el sábado*. *Me gusta mi casa*.

Three foods, and a word from Spain. Your new foods: *el queso* (cheese), *el jugo* (juice) and *el chocolate* (chocolate). Make juice of any fruit with de (of): *el jugo de naranja*, orange juice; *el jugo de manzana*, apple juice. Here is one of the few places where Spain and Latin America use

different words: in Mexico, the Caribbean and South America juice is *jugo*, but in Spain it is usually *zum*o. Both are correct; this course uses *jugo*, the word your student will hear most in North America. And one more secret for later: when you like many things, Spanish says *me gustan*, with an *n*: *Me gustan los huevos*. For now, choose one thing at a time and *me gusta* is all you need.

Say it out loud. *me gusta* (meh GOOS-tah), *no me gusta* (noh meh GOOS-tah), *¿te gusta?* (teh GOOS-tah, voice rising), *el queso* (el KEH-soh; in *qu* the *u* is silent and the *q* says *k*), *el jugo* (el HOO-goh), *el chocolate* (el choh-koh-LAH-teh). Now go around the table with thumbs: thumbs up and say *Me gusta el pan*; thumbs down and say *No me gusta la sopa*. Say three true likes and three true dislikes about food, then ask a family member *¿Te gusta el chocolate?* and wait for the answer.

Try it. This week you run a family taste survey: food cards on the table, *¿Te gusta?* for every person, and a chart of who likes what. Then you write your own like-and-dislike list in your notebook, and see which food is the family champion.

PICTURE STUDY



Still Life with a Chocolate Service, Luis Egidio Meléndez, 1770 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Luis Meléndez painted bodegones, still lifes of food and kitchen things, so truly that you feel you could reach in and pick something up. This one, painted in 1770, shows everything a Spanish family needed for a cup of hot chocolate: the tall copper pot called a chocolatera, the wooden molinillo for beating the chocolate into foam, a small porcelain cup, biscuits and a sweet roll for dipping, and the chocolate itself, pressed into dark round cakes and wrapped in paper. Two hundred and fifty years after the Spanish first tasted cacao in Mexico, this is what chocolate had become: a quiet treat at a kitchen table.

Look closely.

- Find the copper pot and the long wooden handle sticking out of its lid. That is the molinillo, spun between the palms to make the chocolate foam. Why does it poke out through the lid?
- Find the cup painted with little flowers. What colors are the flowers? Say them in Spanish.
- Find the dark round cakes on the crumpled white paper. That is the chocolate itself, ready to be melted. How many cakes can you count?
- Find the biscuits and the round sweet roll. Spanish families dipped them into their chocolate. Look closely at the bread: can you see the shine on its crust and the cracks where it rose in the oven?

Talk about it.

1. Meléndez painted ordinary food as carefully as other painters painted kings. Why might a plain cup of chocolate deserve a painting?
2. The Aztecs drank chocolate bitter and cold, and the Spanish drank it sweet and hot. Which would you rather try, and why?
3. Say three true sentences about this painting with *me gusta* or *no me gusta*: *Me gusta el chocolate. Me gusta el pan...*

ACTIVITY

The family taste survey

Today you become a food researcher. With food cards and one Spanish question, *¿Te gusta?*, you will find out what everyone in your family likes and does not like, and crown the family's favorite food.

You will need:

- 4 index cards for the new vocabulary
- 8 more index cards for food cards

- A sheet of paper and a ruler for the survey chart
- Crayons or colored pencils, and your Spanish notebook

Steps:

1. Make the flashcards: me gusta / no me gusta (with ¿te gusta? on the back), el queso, el jugo, el chocolate. Run them with your Grade 3 food words.
2. Make eight food cards with a drawing on the front and the Spanish on the back: el pan, la leche, el agua, la fruta, la sopa, el queso, el jugo, el chocolate.
3. Rule a survey chart: the eight foods down the left side, and a column for each person in your family across the top, yourself included.
4. Interview each person. Hold up each card and ask: ¿Te gusta el queso? Teach them to answer Sí, me gusta or No, no me gusta, and mark a check or an X in their column.
5. Count the checks for each food. The food with the most is the family champion. Announce it in Spanish to the family: ¡El chocolate! And say your own verdict: Me gusta el chocolate.
6. In your notebook, write three true me gusta sentences and three true no me gusta sentences about yourself.

Tips:

- Keep the little word every time: Me gusta el pan, me gusta la sopa. A bare noun after gusta is the most common slip.
- Teach your family the double no: No, no me gusta. It is correct, and they will enjoy saying it.
- Be honest. If you do not like cheese, the survey needs to know.

Check your work:

- My four flashcards and eight food cards are made.
- I asked ¿Te gusta? about every food, to every person in the family.
- My survey chart is filled in and I announced the family champion in Spanish.
- My notebook has three me gusta and three no me gusta sentences, each with its little word.

SPANISH NOTEBOOK

1. Write me gusta, no me gusta and ¿te gusta? with their English, word for word and in good English, dated.
2. Write the three new foods with their little words, and two juices: el jugo de naranja, el jugo de manzana.
3. Copy your survey results as a neat chart, and write the family champion in Spanish.

4. Write three sentences in English about how chocolate traveled from Mexico to Spain.

WORKED EXAMPLES

Example 1. Say in Spanish: I like cheese.

1. I like: me gusta.
2. Cheese: el queso, with its little word.
3. Keep the hat: me gusta el queso.

Answer: Me gusta el queso.

Example 2. Translate: *¿Te gusta el jugo? No, no me gusta.*

1. ¿Te gusta ...? is do you like ...?
2. El jugo is juice.
3. No, no me gusta: no, I do not like it.

Answer: Do you like juice? No, I do not like it.

Example 3. Turn this like into a dislike: *Me gusta la sopa.*

1. To make a sentence negative, put no in front.
2. Everything else stays the same.
3. Say it with a thumbs down.

Answer: No me gusta la sopa. (I do not like soup.)

PRACTICE

[EASY] **1.** Give the English: el queso, el jugo, me gusta.

Answer: Cheese, juice, I like.

[EASY] **2.** What does me gusta mean word for word?

Answer: It pleases me.

[EASY] **3.** Say in Spanish: I like chocolate.

Answer: Me gusta el chocolate.

[MEDIUM] 4. Say in Spanish: I do not like milk.

Answer: No me gusta la leche.

[MEDIUM] 5. Ask a friend in Spanish whether he likes bread, and give both possible answers.

Answer: ¿Te gusta el pan? Sí, me gusta. / No, no me gusta.

[MEDIUM] 6. What did the Spanish add to the Aztec chocolate drink, and how did they drink it?

Answer: Sugar (and sometimes cinnamon and vanilla); they drank it hot.

[HARD] 7. Find and fix the mistake: *Me gusta queso*.

Answer: Me gusta el queso. The noun keeps its little word after gusta.

[CHALLENGE] 8. Say in Spanish: I like summer, but I do not like winter. (But is pero.)

Answer: Me gusta el verano, pero no me gusta el invierno.

COMMON MISTAKES

- Dropping the little word: me gusta chocolate. Spanish keeps it: me gusta el chocolate.
- Putting no in the wrong place: me no gusta. No goes first: no me gusta.
- Thinking No, no me gusta is a mistake. The first no answers the question; the second makes the sentence negative. Both belong.
- Pronouncing the u in queso. In qu the u is silent: KEH-soh.

From history. Chocolate was not the only word to sail from Mexico into English through Spanish. Tomato comes from the Aztec word tomatl, avocado from ahuacatl, chili from chilli, and coyote from coyotl, all of them Nahuatl words that Spanish speakers learned first and then passed on to the world. Every time you eat a tomato or see a coyote on a nature show, you are using the language of the Aztecs, carried to you by Spanish.

Make it a game: Adivina el Gusto. Guess the taste. Each player secretly writes down three foods he or she likes from the food cards. Then players take turns asking one other player a question: ¿Te gusta el queso? The answer must be honest and in Spanish: Sí, me gusta or No, no me gusta. A sí earns the asker a point if that food is on the secret list; the first to discover all three of someone's foods wins the round. Play until everyone's secret list is uncovered.

“O taste and see that the LORD is good: blessed is the man that trusteth in him.” (Psalm 34:8, KJV)

In the Reina-Valera this verse begins: Gustad, y ved que es bueno Jehová, taste, and see that the LORD is good. Gustad, taste, comes from the same word as your gusta. Whatever pleases your tongue, the psalm says, the goodness of God is better still: taste it and see.

4.2 Tengo

OBJECTIVES

- Count from uno to veinte, and write once to veinte correctly, with the accent on dieciséis.
- Say what you have and ask what someone else has: Tengo un perro. ¿Tienes un gato? Mamá tiene un libro.
- Ask and answer ¿Cuántos años tienes? Tengo ... años.
- Tell the story of the shepherds of the Mesta and their flocks.

Warm-up. Ask someone ¿Te gusta el chocolate? and answer when they ask you back. Then count from uno to diez as fast as you can, and then backward. Now look around: how many things in this room could you count past ten? Books on a shelf, chairs, windows? Today you learn the numbers up to twenty, the way shepherds counted their sheep home every night, and the little sentence that tells what you have.

Watch: 01035 Spanish Lesson - Present Tense - Tener

Señor Jordan · 2:45

<https://www.youtube.com/watch?v=YJck6y3fO9g>

When to watch: After the How Spanish works paragraph. Watch for tengo (I have) and tienes (you have); parents may stop the video once those two forms have been taught.

Note: A short whiteboard lesson made for a slightly older audience. He writes out the whole chart for the verb tener, more than this lesson needs; this year you only need tengo, tienes and tiene as patterns, and Grade 5 will bring the full chart.

Backup video: Learn to Count to 20 in Spanish | English to Spanish | Rock N Learn

Rock 'N Learn · 3:57

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

When to watch: The numbers half of the lesson: watch it before Say it out loud, or play it in Session 2 while you count your flock. Count along with every number.

KEY TERMS

tengo, tienes, tiene

I have, you have, he or she has. Tengo un perro: I have a dog. ¿Tienes un gato? Do you have a cat? Papá tiene un libro: Dad has a book.

¿Cuántos años tienes?

How old are you? Word for word: how many years do you have? The answer: Tengo diez años, I have ten years, I am ten.

the Mesta

The great council of Spain's shepherds, founded in 1273, which drove millions of sheep across the kingdom every spring and autumn for six hundred years.

cañada real

A royal sheep-road: a wide path protected by the king, on which flocks walked hundreds of miles between their summer and winter pastures.

merino

A breed of Spanish sheep with the finest, softest wool in Europe. For centuries, taking merino sheep out of Spain was forbidden.

CORE IDEAS

The story. For six hundred years, twice a year, Spain was crossed by rivers of sheep. In 1273 King Alfonso X, called the Wise, gave a royal charter to the shepherds of the kingdom, the Honorable Council of the Mesta, and with it the right to move their flocks along royal sheep-roads, the cañadas reales. Every autumn, when the mountains of the north grew cold, the shepherds drove millions of sheep south, hundreds of miles, to spend the winter in the warm pastures of Extremadura and Andalusia; every spring, when the southern grass dried up, they walked them all the way back north. Some of the sheep-roads were about eighty yards wide, almost the length of a football field, and farmers had to leave them open for the flocks. The sheep were merinos, with wool so fine and soft that it was Spain's treasure, sold all over Europe; for centuries it was forbidden to take a merino sheep out of the country. Day after day the shepherds walked with their dogs and their flocks, and every evening, when the sheep were brought into the fold, the shepherd counted them, one by one, so that none was lost on the road. Even today, once a year, shepherds drive a flock of sheep straight through the middle of Madrid along an old sheep-road that now lies under the city streets, to show that the road still belongs to the flocks.

How Spanish works: tengo. Your third little sentence of the year is **tengo**, I have. Fill the slot with anything you own: *Tengo un perro.* I have a dog. *Tengo dos hermanos.* I have two brothers. *Tengo un libro.* To ask someone else, use **¿tienes**, you have, with the question marks and a rising voice: *¿Tienes un gato?* Do you have a cat? Answer: *Sí, tengo un gato.* And to talk about someone else, use **tiene**, he or she has: *Mamá tiene tres hermanos.* *El pastor tiene veinte ovejas.* The shepherd has twenty sheep. Spanish also tells your age with tengo: it says you have years. *¿Cuántos años tienes?* How many years do you have? *Tengo nueve años.* I am nine. And when you feel cold, Spanish says you have cold: *Tengo frío.* Compare it with last unit: *hace frío* means the weather is cold; *tengo frío* means you are.

How Spanish works: once to veinte. You know uno to diez. The next five numbers are words of their own, to be learned by heart: *once* (11), *doce* (12), *trece* (13), *catorce* (14), *quince* (15). Then comes a pattern you can see: *dieciséis* (16), *diecisiete* (17), *dieciocho* (18), *diecinueve* (19). Look inside them: dieci-seis is diez y seis, ten and six, squeezed into one word. Dieci-siete is ten and seven, dieci-ocho is ten and eight, dieci-nueve is ten and nine. Only dieciséis wears an accent mark. And at the top of the flock stands *veinte* (20). Now you can count anything up to twenty, and say how many you have: *Tengo quince lápices*.

Say it out loud. *tengo* (TEHN-goh), *tienes* (TYEH-nehs), *tiene* (TYEH-neh), *¿Cuántos años tienes?* (KWAHN-tohs AH-nyohs TYEH-nehs). The numbers: *once* (OHN-seh), *doce* (DOH-seh), *trece* (TREH-seh), *catorce* (kah-TOHR-seh), *quince* (KEEN-seh), *dieciséis* (dyeh-see-SAYS), *diecisiete* (dyeh-see-SYEH-teh), *dieciocho* (dyeh-see-OH-choh), *diecinueve* (dyeh-see-NWEH-beh), *veinte* (BAYN-teh). Count from uno to veinte three times, clapping on each number, then count by twos: dos, cuatro, seis... up to veinte. Finish by asking a family member *¿Cuántos años tienes?* and answering it yourself.

Try it. This week you become a shepherd. Twenty beans are your flock, a circle on paper is your fold, and every evening you count the flock home in Spanish. Then you use *tengo* to tell true things about your own life, and interview your family with *tienes*.

PICTURE STUDY



Shepherd with his Flock in the Evening Light, August Fink, Late 1800s or early 1900s · Oil painting · Painted in Germany by a landscape painter of Munich
Image: Wikimedia Commons, public domain

No Spanish painting of the Mesta's flocks could be found for this lesson, so here is a shepherd from Germany, painted by August Fink, a landscape painter of Munich who loved meadows, mist and sheep. A shepherd's work is the same in every country and every language: lead the flock to good grass, keep it together, watch for danger, and count it home at night. Look at this flock the way a shepherd of the Mesta would have looked at his own, counting.

Look closely.

- Find the shepherd. He is easy to miss: look at the left, half-hidden behind a tree trunk, in a long gray cloak and a hat. What is he doing?
- Count the sheep, slowly and carefully, the way a shepherd would. Say your number in Spanish: it should land somewhere between once and veinte. Then say it as a shepherd would: Tengo ... ovejas (I have ... sheep).
- Find the one sheep that is not white. What color is it? Say it in Spanish. Would a good shepherd care about that one less than the others?
- Look at the trees and the long shadows across the grass. The trees are bare, and the light is low and golden. What time of day is it, and what season might it be?

Talk about it.

1. Why did shepherds count their flocks every night, even when they were tired?
2. The shepherd stands back and lets the sheep graze. What do you think he is watching for?
3. Jesus called Himself the good shepherd. What does a shepherd do that helps you understand what He meant?

ACTIVITY

Counting the flock

Today you are a shepherd of the Mesta. Your flock is twenty beans, your fold is a circle on paper, and your job is to count them home, in Spanish, so that not one is lost. Then you tell the truth about your own life with tengo.

You will need:

- 12 index cards for the new vocabulary
- Twenty dried beans, buttons or pebbles: your flock
- A sheet of paper with a big circle drawn on it: the fold
- Your Spanish notebook

Steps:

1. Make the flashcards: tengo / tienes / tiene, ¿Cuántos años tienes? Tengo ... años, and the ten numbers once to veinte (the numeral on the front, the Spanish word on the back).
2. Count the flock into the fold: move the beans into the circle one at a time, saying each number aloud, from uno to veinte. When all are in, announce: ¡Tengo veinte ovejas! (I have twenty sheep!)
3. Play the lost sheep: close your eyes while a parent takes away a few beans and hides them. Count the flock again and announce what you have: Tengo diecisiete ovejas. Then say how many are missing in English, and go find them.
4. Now tell your own truth with tengo. Say five true sentences about yourself: Tengo ... años. Tengo dos hermanos. Tengo un perro. Tengo diez libros. Tengo frío (if you are cold!).
5. Interview your family with tienes: ¿Cuántos años tienes? ¿Tienes un perro? ¿Tienes hermanos? Help them answer with tengo.
6. Write your five tengo sentences in your notebook, and the answers your family gave, written with tiene: Papá tiene ... años. Mamá tiene tres hermanos.

Tips:

- Once, doce, trece, catorce, quince are words of their own; dieciséis to diecinueve are ten-and-something, glued together. Notice the difference and you will never mix them up.
- Only dieciséis wears an accent mark among the teen numbers. Put it on as you write.
- Tengo for me, tienes for you, tiene for anyone else. Three little doors, all opening onto the same room.

Check your work:

- My twelve flashcards are made, and I can say once to veinte without looking.
- I counted the flock into the fold in Spanish, and found the missing sheep by counting again.
- I said five true tengo sentences, including my age.
- I interviewed my family with ¿Cuántos años tienes? and wrote their answers with tiene.

SPANISH NOTEBOOK

1. Write the numbers once to veinte in a column, the numeral beside each Spanish word, dated. Box the four ten-and-something numbers and circle the accent on dieciséis.
2. Write the tengo, tienes, tiene pattern with an example of each.
3. Write five true tengo sentences about yourself, and your family's ages with tiene.

4. Write three sentences in English about the Mesta: the sheep-roads, the merinos, and the counting.

WORKED EXAMPLES

Example 1. Say in Spanish: I am ten years old.

1. Spanish says you have years: I have ten years.
2. I have: tengo. Ten: diez. Years: años.
3. Put it together, with the ñ in años.

Answer: Tengo diez años.

Example 2. What number is dieciocho, and how is it built?

1. Split it: dieci- and ocho.
2. Dieci- is diez y, ten and; ocho is eight.
3. Ten and eight make eighteen.

Answer: Eighteen: diez y ocho, ten and eight, squeezed into one word.

Example 3. Translate: *¿Tienes un gato? No, pero tengo un perro.* (Pero means but.)

1. ¿Tienes un gato? Do you have a cat?
2. No, pero: no, but.
3. Tengo un perro: I have a dog.

Answer: Do you have a cat? No, but I have a dog.

PRACTICE

[EASY] **1.** Count from once to veinte in Spanish.

Answer: Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte.

[EASY] **2.** Give the English: tengo, tienes, tiene.

Answer: I have, you have, he or she has.

[EASY] **3.** Give the numbers: quince, doce, veinte.

Answer: Fifteen, twelve, twenty.

[MEDIUM] **4.** Say in Spanish: I have a dog. Do you have a cat?

Answer: Tengo un perro. ¿Tienes un gato?

[MEDIUM] **5.** Ask How old are you? in Spanish, and answer truthfully.

Answer: ¿Cuántos años tienes? Tengo ... años (with the student's own age, for example nueve or diez).

[MEDIUM] **6.** What was the Mesta, and why did its flocks walk across Spain twice a year?

Answer: The great council of Spain's shepherds, founded in 1273. The flocks walked south in autumn to the warm winter pastures, and north in spring to the cool mountain pastures, following the seasons and the grass.

[HARD] **7.** Say in Spanish: The shepherd has nineteen sheep. (Sheep is ovejas.)

Answer: El pastor tiene diecinueve ovejas.

[CHALLENGE] **8.** Explain the difference between *hace frío* and *tengo frío*, and say which one you would use if you came inside from the snow and were shivering.

Answer: Hace frío means the weather is cold (it makes cold); tengo frío means I am cold (I have cold). Shivering after coming in, you would say tengo frío.

COMMON MISTAKES

- Saying soy diez or estoy diez años for your age. Spanish says you have years: tengo diez años.
- Building every teen number the ten-and-something way: diecitrés for trece, or diecicinco for quince. Once to quince are words of their own; only 16 to 19 are ten-and-something.
- Forgetting the accent on dieciséis, or adding one to diecisiete. Only dieciséis wears it.
- Using tengo for someone else: Mamá tengo. For another person use tiene: Mamá tiene.

From history. Once Spain finally allowed merino sheep to leave the country in the late 1700s and early 1800s, they spread around the world. Merinos went to Germany, France and England, to the United States, where Vermont farmers raised them by the thousands, and to Australia, South Africa and Argentina. Today most of the fine wool in the world, the soft wool of the best sweaters and blankets, comes from the great-great-grandchildren of the flocks that once walked the sheep-roads of the Mesta.

Make it a game: ¿Cuántos Tengo?. How many do I have? One player scoops a secret handful of beans, anywhere from one to twenty, and closes the fist. The others take turns guessing with *tienes*: ¿Tienes doce? The player answers with *tengo*: No, tengo más (I have more) or No, tengo menos (I have fewer), until someone guesses right: ¡Sí, tengo quince! Open the hand and count the beans aloud together in Spanish to check. The right guesser scoops next.

“The LORD is my shepherd; I shall not want.” (Psalm 23:1, KJV)

In the Reina-Valera this verse says: Jehová es mi pastor; nada me faltará. Pastor means shepherd, and Spanish-speaking churches call their minister el pastor, the shepherd of the flock. Like the shepherds of the Mesta, the Lord counts every one of His sheep, and not one is lost. You will meet this whole psalm again in a later grade.

Unit 4 review

Answer each question aloud or in writing. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. (5 pts) Say in Spanish: I like chocolate. I do not like cheese.

Answer: Me gusta el chocolate. No me gusta el queso.

2. (5 pts) Ask Do you like juice? in Spanish, and give both possible answers.

Answer: ¿Te gusta el jugo? Sí, me gusta. / No, no me gusta.

3. (5 pts) Count from once to veinte, and say which teen number wears an accent mark.

Answer: Once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte. Dieciséis wears the accent.

4. (5 pts) Ask How old are you? in Spanish, answer it truthfully, and say I have two brothers.

Answer: ¿Cuántos años tienes? Tengo ... años (the student's age). Tengo dos hermanos.

5. (5 pts) Tell how chocolate came from Mexico to Spain and the world.

Answer: The Maya and Aztecs made a bitter, foamy drink from roasted cacao beans and used the beans as money. Spanish travelers met it in the 1520s, added sugar and drank it hot; cacao reached Spain by the 1540s and was shipped to Seville by the 1580s, and from Spain chocolate spread across Europe and the world. The word chocolate came from Mexico.

6. (5 pts) Tell the story of the Mesta: what it was, where its flocks walked, and why shepherds counted their sheep every night.

Answer: The great council of Spain's shepherds, chartered by King Alfonso X in 1273. Its millions of merino sheep walked the royal sheep-roads, south to warm pastures in autumn and north to the mountains in spring. Shepherds counted the flock into the fold each night so none would be lost.

Unit challenge: The family inventory

An inventory is a careful count of everything someone has, the way a shepherd counts a flock. Make a Spanish inventory of your family's treasures. Choose things you can truly count, up to veinte: books on your own shelf, pencils in the cup, chairs at the table, windows in the house, brothers and sisters, aunts and uncles, pets. Count each one carefully. Then write eight honest sentences with tengo and tiene: Tengo doce libros. Tengo quince lápices. Mamá tiene tres hermanos. Papá tiene dos perros. La casa tiene once ventanas. At least four sentences must use a number from once to veinte, and at least two must use tiene for someone else. Copy them neatly onto a sheet titled Inventario de la familia (the family inventory), with a small drawing beside each. Then present it: stand before the family and read all eight aloud, pointing to the real things where you can, and finish by asking each person ¿Cuántos años tienes?

Look for	What it means
Eight honest sentences	Eight sentences with tengo or tiene, each one true and counted carefully.
The numbers	At least four sentences use a number from once to veinte, spelled correctly, with the accent on dieciséis if it appears.
Tengo and tiene	Tengo is used for the student and tiene for other people or things, at least twice each.
Presentation	The student read the inventory aloud with pure vowels, pointed to real things, and asked every family member ¿Cuántos años tienes?

El Padre Nuestro

One day Jesus' friends watched Him pray, and when He had finished, one of them asked: Lord, teach us to pray. He answered with the prayer that Christians all over the world have prayed ever since, the Lord's Prayer. When Spanish crossed the ocean, this prayer crossed with it; it was taught in the first schools and missions of the Americas, and Spanish-speaking children have prayed it every day for five hundred years, from the ringing of the first mission bells to this very morning. In Lesson 5.1 you learn its first half in Spanish, phrase by phrase, in the words of the Reina-Valera Bible: Padre nuestro que estás en los cielos, santificado sea tu nombre. You will find old friends hiding in it, padre, cielo, tierra, and discover that Spanish speaks to God with tú, the word for family.

In Lesson 5.2 you learn the second half, and it begins with bread: El pan nuestro de cada día, dánoslo hoy. Give us this day our daily bread. You have known el pan since Grade 3 and hoy since Unit 2, and now they meet in the most famous prayer in the world. You will visit an old mission church in California where this prayer was prayed every day while wheat grew in the fields outside, and you will finish the quarter by leading your family in La Noche de Oración, the prayer evening: the whole Padre Nuestro by heart, the first line taught to everyone, bread on the table, and buenas noches to close.

PREREQUISITES

- Units 1–4: house and school words, the days and months, the weather and seasons, and the patterns hay, me gusta and tengo
- Can say hoy, el pan and el padre without help
- The flashcard deck so far: 60 words; this unit adds the prayer, learned whole

MASTERY CHECKLIST

- I can pray the first half of the Padre Nuestro by heart: Padre nuestro que estás en los cielos, santificado sea tu nombre; venga tu reino; hágase tu voluntad, como en el cielo, así también en la tierra.
- I can pray the second half by heart: El pan nuestro de cada día, dánoslo hoy; y perdónanos nuestras deudas, como también nosotros perdonamos a nuestros deudores; y no nos metas en tentación, mas líbranos del mal.
- I can give the English meaning of each phrase, and find old friends in the prayer: padre, cielo, tierra, pan, hoy.
- I can explain why Spanish speaks to God with tú, the family word, and why the prayer says Padre nuestro instead of nuestro Padre.

- I can tell how Jesus gave His friends this prayer, and how Spanish-speaking children have prayed it for five hundred years.
- I led my family's prayer evening: prayed the whole prayer in Spanish, taught the first line, and served bread.

OPTIONAL BOOKS AND RESOURCES

- **The Reina-Valera Bible online: Mateo 6** — <https://www.biblegateway.com/passage/?search=Mateo%206&version=RVR1960>: Free online. The Padre Nuestro in its home, Matthew 6:9–13, in the Reina-Valera 1960. Read it with the King James beside it; the words of this unit come straight from these verses.
- **School Launch Latin, Grade 4** — </courses/latin/grade-4/>: Free, from our own shelf. Its last unit teaches the Pater Noster, the same prayer in Latin, the mother of Spanish. Put Pater noster beside Padre nuestro and hear how little the words have changed in two thousand years.
- **School Launch Spanish, Grade 5** — </courses/spanish/grade-5/>: Free, from our own shelf, and the road ahead. Grade 5 hands over the sorting key for el and la, opens the engine room of Spanish verbs, and tells the story of the brave translator whose Bible gave this prayer its Spanish words.

5.1 Our Father, in Spanish, Part 1

OBJECTIVES

- Learn the first half of the Padre Nuestro by heart, phrase by phrase, in the words of the Reina-Valera 1960.
- Give the English meaning of each phrase, and spot the familiar words: padre, cielos, nombre, tierra.
- Explain why Spanish speaks to God with tú, the family word, and why it says Padre nuestro.
- Tell how Jesus gave His friends this prayer, and how it came to be prayed in Spanish.

Warm-up. Run your whole flashcard deck one last time this quarter, from la casa to veinte: sixty words! Then pray the Lord's Prayer together in English, slowly: Our Father which art in heaven... Now listen: in the first two words, Our Father, which one comes first? Spanish puts them the other way around, and so did Latin before it. Today you begin to pray this prayer in Spanish.

Watch: Oración Padre Nuestro (la Biblia hablada con letra)

La Biblia hablada con letra (Reina Valera 1960) · 1:04

<https://www.youtube.com/watch?v=WoIF2RpETmU>

When to watch: After the How Spanish works paragraph, before Say it out loud. Listen once with your eyes closed, then watch again and follow the words on the screen.

Note: A short, reverent reading of Matthew 6:9–13 from the Reina-Valera 1960, with the words on screen. It is exactly the wording this unit memorizes, so it is the one to listen to again and again. It reads all five verses; this week, listen hardest for the first half.

Backup video: The "Our Father" in Spanish (slow to fast) / Padre Nuestro en español (lento a rápido)

SIEMPRE SPANISH · 2:55

<https://www.youtube.com/watch?v=8kty-ujnDKk>

When to watch: For pronunciation practice: the prayer said slowly, then faster. The first half matches your words closely; good for Session 2 or 3.

Note: This teacher uses the traditional wording heard in Catholic churches, another way Spanish-speaking children pray these same words. In the second half you will hear perdona nuestras ofensas (forgive our trespasses) and no nos dejes caer en tentación (do not let us fall into temptation), where your Reina-Valera words say perdónanos nuestras deudas and no nos metas en tentación. Use the video for its clear, slow sounds, and keep your own words steady.

KEY TERMS

el Padre Nuestro

The Lord's Prayer in Spanish, named, as in Latin, for its first two words: Our Father.

Reina-Valera

The Spanish Bible first translated by Casiodoro de Reina in 1569 and revised by Cipriano de Valera; its 1960 revision is the most widely read Spanish Bible among evangelical churches.

los cielos

The heavens. El cielo is both the sky and heaven: the same word for the blue above and for God's home.

santificado

Hallowed: treated as holy. Santificado sea tu nombre: hallowed be thy name.

tú

The Spanish word for you used with family and close friends. Spanish speaks to God with tú: que estás, tu nombre, tu reino.

CORE IDEAS

The story. Jesus' friends had seen Him pray many times: early in the morning, alone on mountainsides, all night before great days. One day, when He had finished praying, one of them said: Lord, teach us to pray (Luke 11:1). And He gave them a prayer short enough for a child to learn and deep enough to pray for a lifetime: Our Father which art in heaven. Christians have prayed it ever since, in every language the good news has reached. When the Spanish crossed the ocean, the prayer crossed with them. The very first book printed in the Americas, the little lesson in the Christian faith that Juan Pablos printed in Mexico City in 1539, was the kind of book that taught this prayer, in Spanish and in Nahuatl. In 1569 Casiodoro de Reina, working far from home, put the whole Bible into Spanish, and the prayer you learn this week comes from his translation, carefully revised over the centuries and printed in 1960. From the first mission bells to this morning's breakfast tables in Mexico, Colombia, Spain and your own neighborhood, Spanish-speaking children have prayed these words for five hundred years. This week you join them.

How Spanish works: the first half, phrase by phrase. Here is the first half of the prayer in the words of the Reina-Valera 1960 (Mateo 6:9–10): **Padre nuestro que estás en los cielos, santificado sea tu nombre; venga tu reino; hágase tu voluntad, como en el cielo, así también en la tierra.** Take it one phrase at a time. *Padre nuestro*: our Father. *que estás en los cielos*: who are in the heavens. *santificado sea tu nombre*: hallowed be your name. *venga tu reino*: may your kingdom come. *hágase tu voluntad*: may your will be done. *como en el cielo, así también en la tierra*: as in heaven, so also on earth. Six phrases; you will learn one or two a day.

Old friends, and the family word. Look for words you already know. *Padre* is father, from Grade 3. *Cielo* is sky and heaven at once. *Tierra* is earth, land. *Nombre* is name, a cousin of the English word nominate. Now notice two things about how Spanish prays. First, it says **Padre nuestro**, Father our, putting our after Father, exactly as Latin did: Pater noster. Second, listen to how it speaks to God: que estás, tu nombre, tu reino, tu voluntad. That is **tú**, the word for you that Spanish uses with family and close friends, not usted, the polite word for strangers. Spanish speaks to God the way a child speaks to his own father, because Jesus taught us to call Him Father.

Say it out loud. Say each phrase slowly, three times, before you add the next: *Padre nuestro* (PAH-dreh NWEHS-troh) *que estás en los cielos* (keh ehs-TAHS ehn lohs SYEH-lohs), *santificado sea tu nombre* (sahn-tee-fee-KAH-doh SEH-ah too NOHM-breh); *venga tu reino* (BEHN-gah too RAY-noh); *hágase tu voluntad* (AH-gah-seh too boh-loon-TAHD), *como en el cielo* (KOH-moh ehn el SYEH-loh), *así también en la tierra* (ah-SEE tahm-BYEHN ehn lah TYEH-rrah). Roll the rr in tierra if you can. When you can say two phrases without looking, add the third. Pray the part you know together at the start of every session this week.

Try it. This week you make prayer cards, one card for each phrase, with the Spanish on the front and the English on the back, and you build them into a ladder you climb one rung at a time. By the end of the week you will pray the whole first half by heart.

PICTURE STUDY



The Lord's Prayer (Le Pater Noster), James Tissot, 1886–1894 · Opaque watercolor over graphite on paper · Brooklyn Museum, New York

Image: Wikimedia Commons, public domain

James Tissot was a French painter who, in the middle of a busy and successful life, decided to paint the whole life of Jesus. He traveled to the Holy Land to see the hills, the roads and the light with his own eyes, and then spent ten years painting more than three hundred and fifty small pictures of the Gospels. This is his picture of Jesus teaching His friends to pray. He gave it a Latin name, *Le Pater Noster*, after the prayer's first two Latin words, which are almost the same as the Spanish: *Padre nuestro*.

Look closely.

- Find Jesus, standing in white with His arms open. What do you think His open hands are saying?
- Look at the disciples sitting around Him on the grass. Some lean forward and some raise their hands. Find one who seems to be listening very hard.
- Look behind them, down the hill: the walls, towers and houses of Jerusalem. Tissot had seen this view himself.

- Look at the sky. What time of day might it be? The prayer says como en el cielo, así también en la tierra: find the heaven and the earth in this picture.

Talk about it.

1. Jesus' friends asked Him to teach them to pray. Why do you think they wanted to learn from Him in particular?
2. Tissot put the whole city behind Jesus as He taught. Why might he want the city in the picture?
3. The prayer begins Padre nuestro, our Father, not my Father. Who is included in that our?

ACTIVITY

The prayer ladder

A prayer is learned the way a ladder is climbed: one rung at a time, never skipping. Today you make a card for each phrase of the first half and climb the ladder until you reach the top by heart.

You will need:

- 6 index cards
- Colored pencils or markers
- Your Spanish notebook

Steps:

1. Make six prayer cards, one phrase each, Spanish on the front and English on the back: Padre nuestro / que estás en los cielos, / santificado sea tu nombre; / venga tu reino; / hágase tu voluntad, / como en el cielo, así también en la tierra.
2. Decorate the front of each card with a small picture that will help you remember it: a father's face, the sky and stars, a crown for the kingdom, the earth.
3. Lay the cards on the table in a column, the first at the top, like the rungs of a ladder. Read the whole ladder aloud twice.
4. Climb: turn the first card face down and say its phrase from memory, then read the rest. Then turn the first two face down, and so on, until every card is face down and you have prayed the first half by heart.
5. Shuffle the cards and rebuild the ladder in order, saying each phrase as you place it.
6. Copy the first half of the prayer into your notebook in your best handwriting, with every accent: estás, hágase, así, también.

Tips:

- Go slowly. One new phrase a day, added to the ones you already own, is plenty.
- Watch the accents: estás, hágase, así, también. They tell you where to push your voice, and they are part of the spelling.
- Remember that this is a prayer, not only a lesson. When you can say a phrase, pray it, meaning it.

Check your work:

- My six prayer cards are made, with Spanish and English.
- I can build the ladder in order without looking at the English.
- I can pray the whole first half by heart.
- The first half is copied into my notebook with every accent in place.

SPANISH NOTEBOOK

1. Copy the first half of the Padre Nuestro in your best handwriting, dated, with the reference Mateo 6:9–10.
2. Under it, write the English meaning of each of the six phrases.
3. Make a list of the old friends you found in the prayer: padre, cielo, tierra, nombre, with their English.
4. Write two sentences in English: why Spanish says tú to God, and why Jesus' friends asked Him to teach them to pray.

WORKED EXAMPLES

Example 1. Why does the Spanish prayer begin *Padre nuestro* and not *Nuestro Padre*?

1. Padre is Father; nuestro is our.
2. The prayer keeps the order of the old Latin prayer, Pater noster, Father our.
3. Both orders are correct Spanish, but the prayer keeps its ancient one.

Answer: It keeps the word order of the Latin prayer, Pater noster: Father our, which means our Father.

Example 2. Translate: *venga tu reino; hágase tu voluntad*.

1. Venga tu reino: may your kingdom come.
2. Hágase tu voluntad: may your will be done.

3. In King James English: thy kingdom come, thy will be done.

Answer: Thy kingdom come; thy will be done.

Example 3. Find the old friend in *así también en la tierra*, and give the whole phrase in English.

1. La tierra is the earth, the land.
2. Así también means so also; en means in or on.
3. Put it together.

Answer: La tierra, the earth. The phrase means so also on earth (in earth, as the King James says).

PRACTICE

[EASY] **1.** What does Padre nuestro mean?

Answer: Our Father.

[EASY] **2.** Give the English: el cielo, la tierra, tu nombre.

Answer: The sky or heaven, the earth, your (thy) name.

[EASY] **3.** Say the first phrase of the prayer from memory.

Answer: Padre nuestro que estás en los cielos.

[MEDIUM] **4.** Translate: *santificado sea tu nombre*.

Answer: Hallowed be thy name (may your name be treated as holy).

[MEDIUM] **5.** Which word for you does Spanish use when it prays to God, and what does that show?

Answer: Tú, the family word (que estás, tu nombre). It shows that we speak to God as children to a father.

[MEDIUM] **6.** Put these phrases in the right order: *venga tu reino; santificado sea tu nombre; hágase tu voluntad*.

Answer: Santificado sea tu nombre; venga tu reino; hágase tu voluntad.

[HARD] 7. Pray the whole first half of the prayer from memory, and then give it in English.

Answer: Padre nuestro que estás en los cielos, santificado sea tu nombre; venga tu reino; hágase tu voluntad, como en el cielo, así también en la tierra. Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven.

[CHALLENGE] 8. The prayer says los cielos (the heavens) in its first line and el cielo (heaven) in its last. What is the difference between the two words, and what everyday thing does el cielo also mean?

Answer: Los cielos is the plural, the heavens; el cielo is the singular, heaven. El cielo also means the sky, so the same word names the blue above and God's home.

COMMON MISTAKES

- Dropping the accents: estas, hagase, asi, tambien. Each accent is part of the spelling: estás, hágase, así, también.
- Saying the h in hágase. It is silent: AH-gah-seh.
- Mixing in the other wording heard in some videos. Keep the Reina-Valera words steady: venga tu reino, not venga a nosotros tu reino.
- Rushing. A prayer said too fast stops being prayed. Learn one phrase at a time and say each as if you mean it, because you do.

From history. For more than a thousand years before Spanish existed, Christians in Spain prayed this prayer in Latin: Pater noster, qui es in caelis, sanctificetur nomen tuum. Listen to how close the Spanish still is: Pater became padre, noster became nuestro, caelis became cielos, nomen became nombre. The prayer is like the Roman aqueduct of Segovia: the language around it changed, but the words kept standing. A student who has taken our Latin Grade 4 can pray the same prayer in the mother and the daughter languages, side by side.

Make it a game: El Eco. The echo, a quiet game for learning a prayer. The parent says one phrase of the first half, and the student echoes it back exactly, accents and all. Then switch: the student leads and the parent echoes. In the third round, the leader says only the first word of each phrase and the echo must finish it: Padre... nuestro que estás en los cielos. A perfect round, all six phrases with no help, earns a star in the notebook. Close every round by praying the part you know together, slowly.

*“After this manner therefore pray ye: Our Father which art in heaven, Hallowed be thy name.”
(Matthew 6:9, KJV)*

In the Reina-Valera this verse begins: Vosotros, pues, oraréis así, you all, then, shall pray like this. Vosotros is the word for you all used in Spain, where the Reina-Valera was first made; in Latin America people say ustedes instead. Then comes the prayer itself: Padre nuestro que estás en los cielos, santificado sea tu nombre.

5.2 Our Father, Part 2, and the Prayer Evening

OBJECTIVES

- Learn the second half of the Padre Nuestro by heart, and pray the whole prayer from memory.
- Give the English meaning of each phrase, and find the old friends *el pan* and *hoy*.
- Notice the little words glued onto Spanish requests: *dánselo*, *perdónanos*, *líbranos*.
- Lead the family prayer evening, *La Noche de Oración*, with the prayer, a lesson and bread.

Warm-up. Climb your prayer ladder from last week and pray the first half by heart. Then answer: what did you eat today? Was there bread? Here is something wonderful: the Lord's Prayer is about heaven and God's kingdom, and then, right in the middle, it asks for bread. Plain, everyday bread, the word you have known since Grade 3. Today you learn why.

Watch: Padre Nuestro, Juana, Canciones Infantiles - Mundo Canticuentos

Mundo Canticuentos · 2:41

<https://www.youtube.com/watch?v=G5FPKUMINMo>

When to watch: After the story paragraph, as a joyful listen before the teaching. Then return to the Reina-Valera recitation from Lesson 5.1 to practice your own words.

Note: A cheerful children's song of the Lord's Prayer, another way Spanish-speaking children pray these same words. It is sung in the traditional wording heard in Catholic churches, so a few phrases differ from the Reina-Valera words you are memorizing: you will hear *venga a nosotros tu reino* (thy kingdom come to us) and *perdona nuestras ofensas* (forgive our trespasses), where your prayer says *venga tu reino* and *perdónanos nuestras deudas*. Enjoy the song, and listen for *el pan nuestro de cada día*, which is the same in both.

Backup video: Padre Nuestro - Alaba Kids

ALABA KIDS · 2:02

<https://www.youtube.com/watch?v=XBCLoOqYP7w>

When to watch: A second children's version, for Session 2 or 3. Like the first, it uses the traditional Catholic wording (*perdona nuestras ofensas*), another way Spanish-speaking children pray these same words; count how many of your own phrases you can still hear in it.

KEY TERMS

el pan de cada día

The bread of each day, daily bread. *Cada día* means each day, every day.

dánselo

Give it to us. Three little words glued into one: *da* (give) + *nos* (us) + *lo* (it).

las deudas

Debts: what we owe. In the prayer, the wrongs we owe God forgiveness for. Los deudores are debtors, those who owe us.

mission

A church and settlement founded by Spanish friars in the Americas to teach the Christian faith, often with farms, workshops and a school around it.

Amén

So be it, from Hebrew, the same in Spanish, English and nearly every language. In Spanish it carries an accent: Amén (ah-MEHN).

CORE IDEAS

The story. On the coast of California, near the mouth of the Carmel River, stands a stone church with a bell tower and a star-shaped window. It is the Mission of San Carlos Borromeo, founded in 1770 by Spanish friars led by Father Junípero Serra and moved to this spot beside the river a year later; the stone church you see today was finished in 1797. In the mission days, the fields around it were planted with wheat, some of the first wheat ever grown in California. The wheat was cut, ground into flour and baked into bread, and every day, in the church, the people prayed the Padre Nuestro, in Spanish and in the languages of the people who lived there: *El pan nuestro de cada día, dánoslo hoy*. Think about that. The prayer Jesus taught reaches all the way up to heaven and God's kingdom, and then asks for the plainest thing in the world: bread, for today. When God fed His people in the wilderness with manna, He gave them enough each morning for that one day, so that they would learn to trust Him for the next. Jesus teaches us to pray the same way: not for a barn full of bread for years to come, but for today's bread, today, from our Father's hand. Every loaf on every table is an answer to this prayer.

How Spanish works: the second half, phrase by phrase. Here is the second half in the words of the Reina-Valera 1960 (Mateo 6:11–13): **El pan nuestro de cada día, dánoslo hoy; y perdónanos nuestras deudas, como también nosotros perdonamos a nuestros deudores; y no nos metas en tentación, mas líbranos del mal.** Take it phrase by phrase. *El pan nuestro de cada día*: our bread of each day. *dánoslo hoy*: give it to us today. *y perdónanos nuestras deudas*: and forgive us our debts. *como también nosotros perdonamos a nuestros deudores*: as we also forgive our debtors. *y no nos metas en tentación*: and lead us not into temptation. *mas líbranos del mal*: but deliver us from evil. The Reina-Valera ends the verse with words of praise, which you will pray at the family evening: *porque tuyo es el reino, y el poder, y la gloria, por todos los siglos. Amén*. For thine is the kingdom, and the power, and the glory, for ever. Amen.

Old friends and glued-on words. Look who is here: *el pan*, from Grade 3, and *hoy*, from Unit 2, side by side in the most famous prayer in the world. *Tentación* is easy to guess: temptation.

And *gloria* is glory. Now notice something clever about Spanish requests: the little words for us and it get glued onto the end. **Dáñoslo** is da (give) + nos (us) + lo (it): give it to us. **Perdónanos** is forgive + us. **Libranos** is deliver + us. Hear the nos, us, at the end of each one. The whole family is in this prayer: our bread, our debts, deliver us. No one prays the Padre Nuestro alone.

Say it out loud. *El pan nuestro de cada día* (el pahn NWEHS-troh deh KAH-dah DEE-ah), *dáñoslo hoy* (DAH-nohs-loh oy); *y perdónanos nuestras deudas* (ee pehr-DOH-nah-nohs NWEHS-trahs DEH-oo-dahs), *como también nosotros perdonamos a nuestros deudores* (KOH-moh tahm-BYEHN noh-SOH-trohs pehr-doh-NAH-mohs ah NWEHS-trohs deh-oo-DOH-rehs); *y no nos metas en tentación* (ee noh nohs MEH-tahs ehn tehn-tah-SYOHN), *mas libranos del mal* (mahs LEE-brah-nohs dehl mahl). Then the praise: *porque tuyo es el reino, y el poder, y la gloria, por todos los siglos. Amén.* (POHR-keh TOO-yoh ehs el RAY-noh, ee el poh-DEHR, ee lah GLOH-ryah, pohr TOH-dohs lohs SEE-glohs. ah-MEHN.) Add one phrase a day to the first half you already own, until you can pray the whole prayer by heart.

Try it. This week you finish your prayer ladder, copy the whole Padre Nuestro onto a prayer page decorated with wheat and bread, and make invitations for the family's prayer evening, La Noche de Oración, which you will lead at the end of the week.

PICTURE STUDY



*Inside the Carmel Mission, Mission builders (photograph by Nheyob), Church finished in 1797 · Color photograph · Mission San Carlos Borromeo de Carmelo, Carmel, California
Image: Nheyob, Wikimedia Commons, CC BY-SA 3.0*

This is the inside of the stone church of the Carmel Mission in California, finished in 1797, where the Padre Nuestro has been prayed in Spanish for more than two hundred years. The church was repaired and carefully restored in the last century, so it looks much as it did in the mission days. At the front stands a retablo, a tall golden altarpiece in the Spanish style, with the cross of Jesus at its heart. Outside these walls, wheat once grew for the daily bread the prayer asks for.

Look closely.

- Look up at the ceiling. It curves overhead like the inside of a great barrel. Follow its curve from one wall to the other.
- Find the cross at the center of the golden altarpiece, with figures standing at its foot. Everything else in the church points toward it.
- Find the pulpit high on the right wall, with its little roof. The roof helped the preacher's voice carry to everyone in the church. Why would he need that before microphones?
- Find the person standing quietly at the front, and the empty wooden pews. What would this church sound like with every pew full and everyone praying the Padre Nuestro together?

Talk about it.

1. The people of the mission grew wheat and baked bread, and then prayed for daily bread. Why pray for something you are working hard to grow?
2. Builders worked for years to make this church beautiful. Why do you think people take such care over a place of prayer?
3. Who in the world might be praying El pan nuestro de cada día, dánoslo hoy right now, while you read this?

ACTIVITY

The prayer page and the invitations

Medieval scribes honored the words of Scripture by copying them beautifully. Today you copy the whole Padre Nuestro onto a prayer page worthy of the prayer, and you invite your family to the evening you will lead.

You will need:

- 7 more index cards for the second-half prayer cards
- A clean sheet of good paper, a ruler, a pencil and a fine-tip marker
- Colored pencils or crayons, and a few small cards or slips of paper for invitations

Steps:

1. Make the prayer cards for the second half, one phrase each: El pan nuestro de cada día, / dánoslo hoy; / y perdónanos nuestras deudas, / como también nosotros perdonamos a nuestros deudores; / y no nos metas en tentación, / mas líbranos del mal; / porque tuyo es el reino, y el poder, y la gloria, por todos los siglos. Amén.
2. Add them under your first six cards and climb the whole ladder, thirteen rungs, turning down one more card each time you can pray it by heart.
3. Make the prayer page. Rule light pencil lines, and copy the whole prayer in your best handwriting, every accent in place. Write the title large at the top, El Padre Nuestro, and the reference small at the bottom: Mateo 6:9–13.
4. Decorate the border with wheat, loaves of bread, a sky with stars at the top and the earth at the bottom: el cielo y la tierra. Make the line El pan nuestro de cada día, dánoslo hoy a little larger or in color.
5. Make an invitation for each person in the family: La Noche de Oración, with the day in Spanish (el viernes, el domingo) and a small drawing of bread. Deliver them by hand.
6. Practice leading: pray the whole prayer aloud by heart, then practice teaching the first line, Padre nuestro que estás en los cielos, to one person, phrase by phrase.

Tips:

- Copy from your notebook slowly, word by word. A prayer page with a missing accent is like a loaf with a bite out of it.
- The days on the invitation take small letters: el viernes, not el Viernes.
- Pray the prayer, do not just perform it. The family will follow your example.

Check your work:

- My thirteen prayer cards are made, and I can pray the whole prayer by heart.
- My prayer page has the whole prayer, correctly spelled with every accent, decorated and signed.
- Every family member has an invitation with the day written in Spanish.
- I practiced teaching the first line to one person.

SPANISH NOTEBOOK

1. Copy the second half of the Padre Nuestro, and the closing praise, in your best handwriting, dated, with the reference Mateo 6:11–13.
2. Under it, write the English meaning of each phrase.
3. Write the three glued-on words and take them apart: *dáñoslo* (da + nos + lo), *perdónanos* (perdona + nos), *líbranos* (libra + nos).
4. Write your plan for La Noche de Oración: what you will say, what you will teach, and what bread you will serve.

WORKED EXAMPLES

Example 1. Translate: *El pan nuestro de cada día, danoslo hoy.*

1. El pan nuestro: our bread.
2. De cada día: of each day, daily.
3. *Dáñoslo hoy*: give it to us today.

Answer: Give us this day our daily bread. (Word for word: our bread of each day, give it to us today.)

Example 2. Take apart *dáñoslo*.

1. Da: give.
2. Nos: us.

3. Lo: it.

Answer: Da + nos + lo: give it to us. Spanish glues the little words onto the end of a request.

Example 3. Find the two old friends from earlier in your Spanish in *El pan nuestro de cada día, dánoslo hoy*.

1. El pan: bread, from Grade 3 (and the table grace, Gracias, Señor, por el pan).
2. Hoy: today, from Unit 2 (Hoy es lunes).
3. Día is there too: day, as in buenos días.

Answer: El pan (bread) and hoy (today), with día (day) as a bonus.

PRACTICE

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

Answer: Daily bread, the bread of each day.

[EASY] **2.** Which word in the second half did you learn in Unit 2, and what does it mean?

Answer: Hoy, today.

[EASY] **3.** How do you say Amen in Spanish, and what is different about how it is written?

Answer: Amén (ah-MEHN). It carries an accent mark on the e.

[MEDIUM] **4.** Translate: *y perdónanos nuestras deudas*.

Answer: And forgive us our debts.

[MEDIUM] **5.** Translate: *mas líbranos del mal*.

Answer: But deliver us from evil.

[MEDIUM] **6.** Why does the prayer ask for bread for today, and not for a whole year? Think of the manna in the wilderness.

Answer: God gave the manna one day at a time so His people would learn to trust Him each day. Jesus teaches us to ask our Father for today's bread, today, trusting Him for tomorrow.

[HARD] 7. Pray the whole second half of the prayer from memory.

Answer: El pan nuestro de cada día, dánoslo hoy; y perdónanos nuestras deudas, como también nosotros perdonamos a nuestros deudores; y no nos metas en tentación, mas líbranos del mal.

[CHALLENGE] 8. In some sung versions you will hear perdona nuestras ofensas instead of perdónanos nuestras deudas. Translate both, and explain why the meaning is nearly the same.

Answer: Perdona nuestras ofensas: forgive our trespasses (offenses). Perdónanos nuestras deudas: forgive us our debts. Both ask God to forgive the wrongs we have done; the Bible uses debts as a picture of sins, because each wrong leaves us owing. They are two ways Spanish-speaking Christians pray the same words.

COMMON MISTAKES

- Dropping the accents in the glued-on words: danoslo, perdonanos, libranos. The accent keeps the push where it was before the little words were added: DAH-nohs-loh, pehr-DOH-nah-nohs, LEE-brah-nohs.
- Mixing in the other wording from the songs: perdona nuestras ofensas. Keep the Reina-Valera words steady: perdónanos nuestras deudas.
- Saying deudas with an English eu. It is two quick Spanish vowels, eh-oo: DEH-oo-dahs.
- Forgetting the h in hoy is silent: oy.

From history. Father Junípero Serra, who founded the Carmel Mission, was a small, lame, determined man from the island of Mallorca who walked thousands of miles up and down California. He is buried in the church in this lesson's picture, beneath the floor in front of the altar. The mission's bells rang out the hours of prayer, and its fields gave daily bread, some of the first wheat ever grown in California. Today the church is still used for worship every week.

Make it a game: La Escalera de Pan. The bread ladder, a quiet game for the whole family. Shuffle all thirteen prayer cards and deal them out among the family. The person holding Padre nuestro lays it down and says it; whoever holds the next phrase must find it, lay it below, and say it, until the whole prayer stands in a ladder on the table. If someone lays a card out of order, everyone gently helps put it right. When the ladder is finished, the whole family prays it together, top to bottom, and the student closes with Amén. Play once each evening this week, and watch the family learn the prayer without trying.

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

In the Reina-Valera this verse reads: El pan nuestro de cada día, dánoslo hoy. Spanish puts the bread first, el pan nuestro, our bread, and saves hoy, today, for the very last word. The prayer that reaches up to heaven comes down to your breakfast table, and the bread on it is a gift from your Father's hand.

Unit 5 review

Answer each question aloud or in writing. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. (5 pts) Pray the first half of the Padre Nuestro from memory.

Answer: Padre nuestro que estás en los cielos, santificado sea tu nombre; venga tu reino; hágase tu voluntad, como en el cielo, así también en la tierra.

2. (5 pts) Pray the second half of the Padre Nuestro from memory.

Answer: El pan nuestro de cada día, dánoslo hoy; y perdónanos nuestras deudas, como también nosotros perdonamos a nuestros deudores; y no nos metas en tentación, mas líbranos del mal.

3. (5 pts) Give the English for these phrases: venga tu reino; dánoslo hoy; líbranos del mal.

Answer: Thy kingdom come; give it to us today (give us this day); deliver us from evil.

4. (5 pts) Find four words in the prayer that you knew or could guess before this unit, and give their English.

Answer: Any four, for example: padre (father), cielo (heaven, sky), tierra (earth), nombre (name), pan (bread), día (day), hoy (today), tentación (temptation), gloria (glory), Amén (amen).

5. (5 pts) Why does Spanish say tú to God in this prayer, and why does it say Padre nuestro instead of nuestro Padre?

Answer: Tú is the family word for you, and Jesus taught us to speak to God as our Father, so Spanish uses it (que estás, tu nombre). Padre nuestro keeps the order of the old Latin prayer, Pater noster.

6. (5 pts) Tell where the Lord's Prayer came from, and how it came to be prayed in Spanish for five hundred years.

Answer: Jesus' friends asked Him to teach them to pray, and He gave them this prayer (Matthew 6, Luke 11). When Spanish crossed to the Americas, the prayer was taught in the first

schools and missions, in Spanish and in the people's own languages; Casiodoro de Reina's Spanish Bible of 1569, revised as the Reina-Valera, gave it the words prayed today.

Unit challenge: La Noche de Oración: the family prayer evening

You end the quarter by leading your family in prayer. Set the table with a cloth, a loaf of bread in the middle, and your prayer page standing where everyone can see it. When the family has gathered, greet them: ¡Hola, familia! Then tell the story in English, in two or three minutes: how Jesus' friends asked Him to teach them to pray, and how Spanish-speaking children have prayed His prayer for five hundred years. Next, pray the whole Padre Nuestro in Spanish, by heart, slowly and reverently, ending with *porque tuyo es el reino, y el poder, y la gloria, por todos los siglos. Amén*. Then teach the family the first line, *Padre nuestro que estás en los cielos*, one phrase at a time, until everyone can say it with you. Break the bread and pass it around while you explain *el pan de cada día*: daily bread, a gift from our Father's hand, today. Pray the Lord's Prayer once more all together in English, then let the family join you for the first line in Spanish. Close the evening with ¡Buenas noches!

Look for	What it means
The prayer by heart	The whole Padre Nuestro prayed in Spanish from memory, in the Reina-Valera words, with pure vowels and a reverent pace.
The teaching	The first line taught phrase by phrase until every family member could say it.
The story and the bread	The story of the prayer told clearly in the student's own words, and the bread served with an explanation of <i>el pan de cada día</i> .
Leading well	The student welcomed the family, kept the evening in order, and closed with <i>buenas noches</i> ; the prayer page was displayed, neat and correctly spelled.

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