

Spanish 1

INSTRUCTOR CURRICULUM

sombrero  time

Rev 02 Edition 01

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Spanish 1
Unit 1

California World Languages Content Standards Addressed

Content

- 1.0 Acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
 1.1 Address discrete elements of daily life, including:
- a. Greetings and introductions
 - e. Calendar, seasons, and weather
 - h. School, classroom, schedules, subjects, numbers, time, directions
 - i. Shopping, clothes, colors, and sizes

Communication

- 1.0 Use **formal** language (learned words and phrases).
 1.1 Engage in oral or written conversations.
 1.2 Interpret written or spoken language.
 1.3 Present to an audience of listeners or readers.
 1.4 List, name, identify, enumerate.

Cultures

- 1.0 Use appropriate responses to rehearsed cultural situations.

Structures

- 1.0 Use orthography or phonology to understand words and phrases in context.
 1.1 Use orthography or phonology to produce words and phrases in context.

Settings

- 1.0 Students use language in highly predictable common daily settings.



Unit Benchmarks

- Respond to his/her name and tell his/her name using the phrase *Me llamo* ____
- Respond to greetings and greet and say goodbye to the teacher and classmates
- Identify and name numbers one to twenty
- Identify and name the colors of the rainbow

Week 1 Vocabulary

grande	uno	dos	fres	cuatro	cinco	siete	ocho	nueve	diez
pequeño	Hola	Adiós	Buenos días/ Buenas tardes	¿Cómo estás?	Estoy bien/ mal/ así, así.	Yo me llamo ____.	¿Cómo te llamas tú?	Por favor	Gracias

Week 2 Vocabulary

contento	rojo	azul	amarillo	verde
triste	anaranjado	morado	marrón/café	negro

Week 3 Vocabulary

alto	once	trece	quince	diecisiete	diecinueve	las formas	el círculo	el cuadrado
bajo	doce	catorce	dieciséis	dieciocho	veinte	el triángulo	el rectángulo	la línea

Week 1: Los números

Opening and Calendar
Pronunciation: a, e, i, o, u
Vocabulary Development
 Day 1: WS Yo mismo
 Day 2: Libro de números 1-5
 Day 3: ¿Grande o pequeño?
 Day 4: Libro de números 6-10

Closing Chocolate

Week 2: Los colores

Opening and Calendar
Pronunciation: r, m, p, l, t
Vocabulary Development
 Day 1: ¿Cómo estás?
 Day 2: Mi libro de colores
 Day 3: Mi libro de colores
 Day 4: Lotería de colores
Closing Los elefantes

Week 3: Las formas y el clima

Opening and Calendar
Pronunciation: d, n, f, h
Vocabulary Development
 Day 1: Las formas
 Day 2: Tarjetas del clima/ tiempo
 Day 3: A contar
 Day 4: Lotería de números
Closing Adiós

Week 4: Repaso

Opening and Calendar
Pronunciation Review
Vocabulary Development
 Day 1: ¿Sí o no?, Lotería de colores
 Day 2: Pictionary
 Day 3: Assessment: WS Colores Read Aloud
 Day 4: Assessment: WS, Los números Lotería números
Closing



Spanish 1 Unit 1	
1. Introductions	
a. Respond when asked one's name ¿Cómo te llamas tú?	
b. Say one's name only	
c. Use the phrase Yo me llamo ____.	
2. Greetings Buenos días/Buenas tardes	
a. Respond to greetings	
b. Initiate Greetings	
3. Numbers 1-20	
a. Identify numbers 1-10 ¿Cuál es el número ___?	
b. Identify numbers 11-20	
c. Name numbers 1-10. ¿Qué número es?	
d. Name numbers 11-20	
4. Colors	
a. Identify colors of the rainbow ¿Cuál es el color ___?	
b. Name colors of the rainbow ¿Qué color es?	



Los Numeros

Spanish 1 • Unit 1 • Week 1

Thematic Vocabulary

- | | |
|---|--------------------|
| • <i>Hola</i> | <i>los números</i> |
| • <i>Adiós</i> | • <i>uno</i> |
| • <i>Buenos días/
Buenas tardes</i> | • <i>dos</i> |
| • <i>¿Cómo estás?</i> | • <i>tres</i> |
| • <i>bien/ mal/ así, así</i> | • <i>cuatro</i> |
| • <i>Me llamo ____.</i> | • <i>cinco</i> |
| • <i>¿Cómo te llamas tú?</i> | • <i>seis</i> |
| • <i>Por favor</i> | • <i>siete</i> |
| • <i>Gracias</i> | • <i>ocho</i> |
| | • <i>nueve</i> |
| | • <i>diez</i> |

Target Vocabulary

- *grande*
- *pequeño/a*

Language Concepts

- Greetings and Introductions
- Vowel pronunciation

Student Learning Objectives

Students will demonstrate language learning as they

- Greet others and respond to greetings
- Respond to the teacher when asked their name
- Say their name and ask the names of the teacher and/or other students
- Count to 10 in Spanish and recognize the names of numbers 1-10
- Name and say the sound of each vowel **a, e, i, o, u**

Materials

- Nametags
- Mirror
- Calendar phrase cards: *Hay es, Ayer fue, Mañana será*
- Teacher flashcards for vowels: *a, e, i, o, u*
- Teacher flashcards for numbers 1-10
- Drawing paper, crayons
- Sombrero Time Workbooks for Spanish 1
- Pictures and baskets/boxes for *¿Grande o pequeño?* game
- Large popsicle sticks and markers
- CD *Chocolate*



Day 1

Spanish 1 • Unit 1 • Week 1

Opening Song and Introductions

- Introduce yourself, saying, *Yo me llamo _____*. Have the class say, *Buenos días /Buenas tardes _____*.
- Call one student up to the front of the class. Give the student his/her name tag and tell the student his/her Spanish name. Say *Yo me llamo _____*. ¿Cómo te llamas tú? Support the student's response, *Yo me llamo _____*.
- Lead the class in responding, *Buenos días Buenas tardes _____*. The student may then return to his/her seat.
- Repeat steps b and c until all students have been introduced.

Calendar

- Begin by counting all the days on the calendar, 1-30, clapping a rhythm.
- Ask, ¿Qué día es hoy? ¿Qué fecha es hoy? Count up to the current date, *Es el _____ de _____ del año _____*.
- Briefly introduce the song *Los días de la semana*. Tell the students the names of each day and ask them to repeat.
- Practice *Levántense/Siéntense* commands, demonstrating the action as you repeat the command. Say it slowly, then quickly; play with these two commands. Students demonstrate understanding through their actions.

Pronunciation: a

- Demonstrate the sound of **a**. Model opening your mouth correctly by placing the index finger on the chin and pushing down.
- Ask students to follow your model and to repeat the letter sound with you.
- Show the letter flashcard. Say the flashcard chant: letter name, letter animal, letter sound x 3 (ex., *a...abeja.../a/ /a/ /a/*).

Art Activity: Mi retrato Sp1 Student Workbook-Page 7

- Use the mirror to look at yourself and describe yourself.
- Then draw a picture of yourself, modeling the activity step by step for the students. *Yo tengo pelo negro...dibujo pelo negro...Elena tiene pelo rubio. Ella dibujará pelo rubio...*
- Students draw a picture of themselves and fill in the blank at the bottom of the page that says, *Yo me llamo _____*.

Closing Song



Day 2

Spanish 1 • Unit 1 • Week 1

Opening Song and Introductions

- Review the statements ¿Cómo te llamas tú? and *Yo me llamo _____*.
- Students may sit in a circle or remain at their desks. Stand/sit next to a student and say, *Buenos días. Me llamo _____*. ¿Cómo te llamas tú?
- Support the student's response, *Me llamo _____*. Then guide the student to ask the person sitting next to him/her, ¿Cómo te llamas tú?
- Continue until all students have participated.

Calendar

- Count all the days of the month using a rhythmic chant.
- Ask, ¿Qué día es hoy? ¿Qué fecha es hoy? Count up to the current date, *Es el _____ de _____ del año _____*.
- Sing the song *Los días de la semana*.
- Introduce phrase cards: *Hoy es _____, Ayer fue _____, Mañana será _____*.

Pronunciation: e, i

- Demonstrate the sound of **e**. Model opening your mouth correctly by placing the thumb and index finger on opposite sides of the mouth as if pushing to each side.
- Ask students to follow your model and to repeat the letter sound with you.
- Show the letter flashcard. Say the flashcard chant: letter name, letter animal, letter sound x 3 (ex., *e...estrella del mar.../e/ /e/ /e/*).
- Demonstrate the sound of **i**. Model opening your mouth correctly by placing the index finger on the nose.
- Ask students to follow your model and to repeat the letter sound with you.
- Show the letter flashcard. Say the flashcard chant: *i...iguana.../i/ /i/ /i/*.

Vocabulary Development: Sp1 Student Workbook-Page 8

- Display flashcards 1-10 in order and help students name each number.
- Check for learning by pointing to a number and asking ¿Qué número es?
- Lead students through drawing pictures for numbers 1-5 in the workbook.
- As you complete each number, ask students what they are drawing for their page.



Day 2

Spanish 1 • Unit 1 • Week 1

(ex., *En mi página, yo dibujo cinco flores...Uno, dos, tres, cuatro, cinco...¿Juan, qué dibujes? Tú dibujes cinco zapatos. Muy bien.*)

- If time allows, have students share their books. Prompt them with the necessary vocabulary and ask them to repeat after you.

Closing Song

Day 3

Spanish 1 • Unit 1 • Week 1

Opening Song and Calendar

- Greet a few individual students asking, *¿Cómo te llamas?* Support the response when needed.
- Count days using the rhythmic chant as on Day 1.
- Ask, *¿Qué día es hoy? ¿Qué fecha es hoy?* Count up to the current date, *Es el ____ de ____ del año ____.*
- Sing the song *Los días de la semana.*
- Review phrase cards: *Hoy es ____.* *Ayer fue ____.* *Mañana será ____.*

Pronunciation: o, u

- Demonstrate the sound of **o**. Model opening your mouth correctly by making a circle with your hand and placing over mouth. Students repeat with you.
- Show the letter flashcard. Say the flashcard chant: *o...oveje.../a/, /a/, /a/.*
- Demonstrate the sound of **u**. Model opening your mouth correctly by almost squeezing thumb and index finger together and touching to lips to emphasize making a small circle opening. Students repeat with you.
- Show the letter flashcard. Say the flashcard chant: *u...uraca.../u/, /u/, /u/.*

Vocabulary Development: ¿Grande o pequeño? Page 10

- Introduce the vocabulary for big and small by displaying the ten pictures you have cut from magazines. Demonstrate that students must stand, making themselves bigger, when they hear or say *grande*. Demonstrate that students must squat down when they hear or say *pequeño*.
- Turn to page 10 of the Sp. 1 workbook. Ask them to draw one small thing and one big thing. They can make extra pictures for the bag as well.
- Place the example pictures and student pictures into a bag for the game, modeling a sentence for each item. Also, put out a big box/basket and a small box/basket.
- Each student must pick one of the example pictures from the bag and put it in the appropriate box/basket. If the picture is of something *grande*, have the student take *pasos grandes a la caja grande*. If the item is small, *pasos pequeños a la caja pequeña*. The other students draw the item on a t-chart under the appropriate heading, *grande* or *pequeño*.



Day 3

Spanish 1 • Unit 1 • Week 1

Art Activity: Name Sticks

- Give each student a large popsicle stick and markers. Guide students in writing their names on their sticks. Allow them to decorate the sticks with the markers.
- Collect the sticks and store them in a box or can. They will be used to choose students for activities.

Closing Song

Day 4

Spanish 1 • Unit 1 • Week 1

Opening Song and Calendar

- Choose a few name sticks and greet each of the chosen students, asking, *¿Cómo te llamas?* Support the response when needed.
- Count days using the rhythmic chant as on Day 1.
- Ask, *¿Qué día es hoy? ¿Qué fecha es hoy?* Count up to the current date, *Es el ____ de ____ del año ____.*
- Sing the song *Los días de la semana.*
- Review phrase cards: *Hoy es ____.* *Ayer fue ____.* *Mañana será ____.*

Pronunciation: a, e, i, o, u

- Practice all vowel sounds using the motions to aid memorization.
- Check for learning:
 - Make a motion without the sound. Ask students to make the sound that corresponds to the motion.
 - Make a sound without a motion. Ask students to make the corresponding motion.

Vocabulary Development: Sp1 Student Workbook-Page 9

- Review numbers 1-10 by showing flashcards and helping students name each number.
- Mix up the cards and flash them up one at a time. Students call out the name for each number.
- Lead students through making drawings for numbers 6-10.
- As you complete each drawing, ask students what they are drawing for their page. (ex., *En mi página, yo dibujo seis flores...Uno, dos, tres, cuatro, cinco, seis...* *¿Juan, qué dibujas? Tú dibujas seis zapatos. Muy bien.*)
- If time allows, have students share their pictures. Prompt them with the necessary vocabulary and ask them to repeat after you.

