



# Spanish

## 2020 Spanish Summer Edition User's Guide

The World Language KCS@home Summer Edition Guide bridges the gap between levels. It connects the most critical concepts from the previous level to the next level.

Under normal circumstances, Level 1 students should have reached a Novice High proficiency level. Given the unplanned abrupt end to the Spring 2020 semester, students may have only had the opportunity to reach Novice Mid proficiency. Normally, Level 2 students would begin the semester at Novice High reaching for Intermediate Low. This KCS@home Summer Edition will help preserve learning and provide an opportunity for students to still reach an Intermediate Low proficiency level by the end of Level 2.

Suggested pacing is provided in the chart below. Following this pace will help you retain prior learning and progress more quickly to the next proficiency level once we return to school.

### Suggested Pacing

We would suggest finding a routine that works best for your family. The curriculum is laid out over eight (8) weeks, with three (3), 30-minute lessons each week. Given that this is voluntary, let your student/child figure out what works best for them, and what holds their interest the most (like Quizlet, or Duolingo). We would rather that they do *something*, than that they become frustrated with language learning and end up doing nothing.

Mini-Module One (week of June 1)	<b>The basics.</b> This week looks at the basics: common phrases, numbers, colors, etc.
Mini-Module Two (week of June 8)	<b>Who am I?</b> What are you like and what do you like to do?
Mini-Module Three (week of June 15)	<b>The home.</b> What are your family and friends like and what do they like to do?
Mini-Module Four (week of June 22)	<b>My life/my world.</b> Daily routines--what do you do or like to do on a regular basis (work, personal, home, and school)?

Mini-Module Five (week of June 29)	<b>Travel and exploration.</b> Where do you go and what do you do there?
Mini-Module Six (week of July 6)	<b>Food and celebrations.</b> What do you eat? What do you eat in different countries, or during holidays and festivals?
Mini-Module Seven (week of July 13)	<b>School.</b> What are classes like? What's your schedule? What are friends' classes like?
Mini-Module Eight (week of July 20)	<b>Making plans.</b> What are your plans for the weeks ahead? Can you invite someone to an event?

## Resources

The resource page links to other outside platforms which students can use on their own for additional practice. Some of these platforms may require users to set-up an account. Students should check with their parent/guardian before setting up accounts with outside platforms since the world language department cannot guarantee how all of these platforms use information that is collected when setting up accounts.

## Resources

Resource	Link	Description & Use	Extensions & Modifications
<b>Audible</b>	<a href="https://stories.audible.com/discovery/enterprise-discovery-21122525011?ref=adbl_ent_anon_ds_ds_dsml_cntr-6">https://stories.audible.com/discovery/enterprise-discovery-21122525011?ref=adbl_ent_anon_ds_ds_dsml_cntr-6</a>	Audible is an online library of audiobooks. They are offering a number of free audiobooks including about 150 Spanish children's stories. No account is necessary.	<b>Modification:</b> Most of the titles are also listed in English; so, that may help you determine what the book is about. In addition, you can speed up or slow down the playback of the book itself; so, if you need to hear it more slowly to pick up new words, you can. <b>Extensions:</b> Create a Quizlet list of the new words you hear as

			you are listening. Research the topic presented in your story further and find an article or video that further discusses that topic in the target language.
<b>Children's Books Forever</b>	<a href="https://www.childrensbooksforever.com/childrenpages">https://www.childrensbooksforever.com/childrenpages</a>	Reading selections available in world languages.	
<b>Duolingo</b>	<a href="https://www.duolingo.com/">https://www.duolingo.com/</a>	Duolingo is a self-paced and gamelike language acquisition program created for those wanting to learn a language outside of a traditional classroom. Students will need to create an account using any e-mail address in order to get started with Duolingo.	
<b>Easy Languages (YouTube)</b>	<a href="https://www.youtube.com/user/maguchsein">https://www.youtube.com/user/maguchsein</a>	Easy Languages is a YouTube channel with multiple languages available. Show hosts take to the streets to interact with speakers of the language in a target culture city to ask questions about common language learning themes.	
<b>Languages Online</b>	<a href="https://www.education.vic.gov.au/languagesonline">https://www.education.vic.gov.au/languagesonline</a>	Engaging interactive tasks and printable worksheets that introduce, reinforce and recycle vocabulary. Activities are self-paced and self-correcting and include recordings by native speakers.	

<p><b>Memrise</b></p>	<p><a href="https://www.memrise.com/courses">https://www.memrise.com/courses</a></p>	<p>Memrise is a language learning app that provides multi-modal activities in addition to building vocabulary. Memrise has multiple ways for users to interact with native target language.</p>	
<p><b>Quizlet</b></p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a></p>	<p>Students can search for or create their own flashcard decks of world language vocabulary through Quizlet. These flashcard decks allow students to hear the pronunciation of the words being studied in the target language along with providing a variety of study options for the words in the deck.</p>	<p><b>Suggested decks:</b>  <b>Modification:</b> These flashcards can be printed into the form of a glossary or even handheld flashcards. The student could also copy these words onto physical flashcards to study on their own.  <b>Extension:</b> As the student interacts with the target language through the other provided resources, they can create their own Quizlet deck of the words they come across that they did not know. This would be a great way to track &amp; study these new words.</p>
<p><b>World Newspapers Online</b></p>	<p><a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a></p>		

**Structures**

While communication is the focus of a world language education, the KCS@home Summer Edition Guide provides additional opportunities to reinforce language structures (grammar and syntax) by providing alternate explanations and additional practice for students.

### Structures *(Formerly known as Grammar and Syntax)*

Structure	Link to Instruction	Activity	Extension
¿Qué hora es?	<a href="#">¿Qué hora es?</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡Spanish Live! - Week 1 Practice</a>
Subject Pronouns	<a href="#">Subject Pronouns</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 2 Practice</a>
Nouns- Number & Gender Agreement	<a href="#">Nouns- Number &amp; Gender Agreement</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 2 Practice</a>
Adjectives - Number & Gender Agreement	<a href="#">Adjectives - Number &amp; Gender Agreement</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 2 Practice</a>
Possessive Adjectives	<a href="#">Possessive Adjectives</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 3 Practice</a>
The Verbs Ser, Estar, & Tener	<a href="#">The Verbs Ser, Estar, &amp; Tener</a>	<a href="#">Practice</a>	<a href="#">¡SpanishLive!--Week 2 Practice</a>
What is Conjugation?	<a href="#">What is Conjugation?</a>	See Quizlet practices below	<a href="#">¡SpanishLive!--Week 3 Practice</a>
Conjugate The Verb Ser	<a href="#">The Verb Ser</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 3 Practice</a>
Conjugate The Verb Estar	<a href="#">The Verb Estar</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 3 Practice</a>
Conjugate - The Verb Tener	<a href="#">The Verb Tener</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 3 Practice</a>
Conjugate -ar Verbs	<a href="#">Conjugate -ar Verbs</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 4 Practice</a>
Conjugate -er Verbs	<a href="#">Conjugate -er Verbs</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 4 Practice</a>
Conjugate -ir Verbs	<a href="#">Conjugate -ir Verbs</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 4 Practice</a>
Conjugate - The Verb Ir	<a href="#">The Verb Ir</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 4 Practice</a>
Conjugate - The Verb Jugar	<a href="#">The Verb Jugar</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 4 Practice</a>
Conjugate - The Verb Contar	<a href="#">The Verb Contar</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 4 Practice</a>
Conjugate - The Verb Dormir	<a href="#">The Verb Dormir</a>	<a href="#">Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 4 Practice</a>
The Verbs Gustar & Encantar	<a href="#">The Verbs Gustar and Encantar</a>	<a href="#">Gustar Quizlet Practice</a>	<a href="#">¡SpanishLive!--Week 3 Practice</a>

## 2020 Spanish KCS@home Summer Edition Grammar Notes

### Gender and Number Agreement

In Spanish, many words change based on whether the nouns they are modifying (*changing, describing, influencing*) are masculine or feminine - Gender, or singular and plural - Number.

The nouns themselves will change to demonstrate Number, just like in English, by adding an “s” to the end of the word; and an “es” as well in the case of Spanish. However, nouns do not demonstrate Gender. Instead, we look to the Definite or Indefinite Article that accompanies the noun to know whether it is masculine or feminine.

Definite Article	Indefinite Article	Gender & Number	Spanish Example	English Translation
el	un	masculine, singular	<u>el</u> mes; <u>un</u> mes	the month; a month
la	una	feminine, singular	<u>la</u> mesa; <u>una</u> mesa	the table; a table
los	unos	masculine, plural	<u>los</u> meses; <u>unos</u> meses	the months; some months
las	unas	feminine, plural	<u>las</u> mesas; <u>unas</u> mesas	the tables; some tables

Note - to make a noun plural that ends in a vowel, we add an “s”; if it ends in a consonant, we add an “es”

### Adjectives and Gender and Number Agreement

Unlike English, adjectives in Spanish change endings to reflect the Gender and/or Number of the nouns they are modifying.

Adjectives that end in “o” modify masculine and singular nouns. They will change to “a”, “os”, “as” for all others:

Masculine and singular “o”	Masculine and plural “os”	Feminine and singular “a”	Feminine and plural “as”
el libro rojo <i>the red book</i>	los libros rojos <i>the red books</i>	la mesa roja <i>the red table</i>	las mesas rojas <i>the red tables</i>

Adjectives that end in an “e” or a “consonant” will not demonstrate gender but will add “s” or “es” respectively to demonstrate Number.

Vowel - Singular	Vowel - Plural	Consonant - Singular	Consonant - Plural
el libro interesante	los libros interesantes	el mes fácil	los meses fáciles

<i>the interesting book</i>	<i>the interesting books</i>	<i>the easy month</i>	<i>the easy months</i>
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Note - If a noun is not accompanied by either the Definite or Indefinite Article we look the word and its article up in a hardback dictionary, or the online dictionary/forum, wordreference.com.

### **Exceptions**

There are always exceptions to every rule. One exception to this rule is that if a noun ends in a “z” and we want to make it plural, we must first change the “z” to “c” before adding “es”.

Another exception is that all adjectives ending in the suffix “ista” **do not** drop the “a” and replace it with an “o” when describing masculine nouns.

Singular	Plural	Masculine	Feminine
una nariz grande <i>a big nose</i>	unas narices grandes <i>some big noses</i>	<b>el</b> chico deportista <i>the athletic boy</i>	<b>la</b> chica deportista <i>the athletic girl</i>

Note - Oftentimes in Spanish the adjective comes after the noun it is modifying.

### **Verbs**

Verbs in English and Spanish are called infinitives in their pure form . Infinitive verbs in English start with “to”: to talk, to eat, to live. Every verb in English has an infinitive form and will start with a “to”. Every verb in Spanish also has an infinitive form; however, the verb will end in one of three ways, with an -ar, -er, or -ir: **hablar** (to talk), **comer** (to eat), **vivir** (to live).

To **conjugate** a verb is to change the verb in order to demonstrate who or what is doing the verb. In English, this means we drop off the “to” and add the person or thing that is doing the verb: I talk, **you** eat, **we** live. In Spanish, we drop off the -ar, -er, -ir endings and add the ending for the person or thing that is doing the verb: I talk - **hablo**, you eat - **comes**, we live - **vivimos**. As you can see, each of these endings are different so Spanish does not need to always include the word for the person.

Verbs match their Subjects or Subject Pronouns - the people or things doing the verbs. They do not match Gender. They do, however, match Number in that “yo - I” is singular and “nosotros - you and I” is plural.

### **Irregular Verbs**

Some verbs when conjugated have irregular endings, some have spelling changes in the “root/stem” of the verb, and some are just completely irregular and do not resemble their original infinitive form. Practice leads to memorization just as it does with English. See the Quizlet sets for how to conjugate common Spanish 1 verbs.

### **The Verbs Ser, Estar, and Tener**

Ser and estar both translate into English as “to be”, which in English when conjugated is “I am, you are, he/she/it is, we are, they are”. Spanish differentiates “to be” as a permanent or inherent characteristic - “ser”, or as a temporary condition - “estar”. Remembering this poem will help



you know which verb to use: *How you feel, where you are, always use the verb estar*. So use *estar* if you are talking about feelings/physical states (tired,busy,sick) or location, and use *ser* if you are not.

Tener translates into English as “to have”. However, some phrases in Spanish are used with the verb “tener” where English would use the verb “to be”. For instance, to say “I am fifteen years old” in Spanish one would use tener and say “Yo tengo quince años”. A literal translation would be “I have fifteen years”; a good translation would be “I am fifteen years old”.

### **The Verbs Gustar and Encantar**

So far we’ve seen the same grammatical sentence structure in Spanish as in English: “Subject - Verb - Object”

<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Yo tengo quince años.</b>
Yo	tengo	quince años	I am fifteen years old.

“Gustar - to like” and “encantar - to love”, however, reverse the sentence structure - “Object - Verb - Subject”.

<b>Object</b>	<b>Verb</b>	<b>Subject</b>	<b>(A mí) me gusta chocolate.</b>
(A mí) me	gusta	chocolate	I like chocolate.

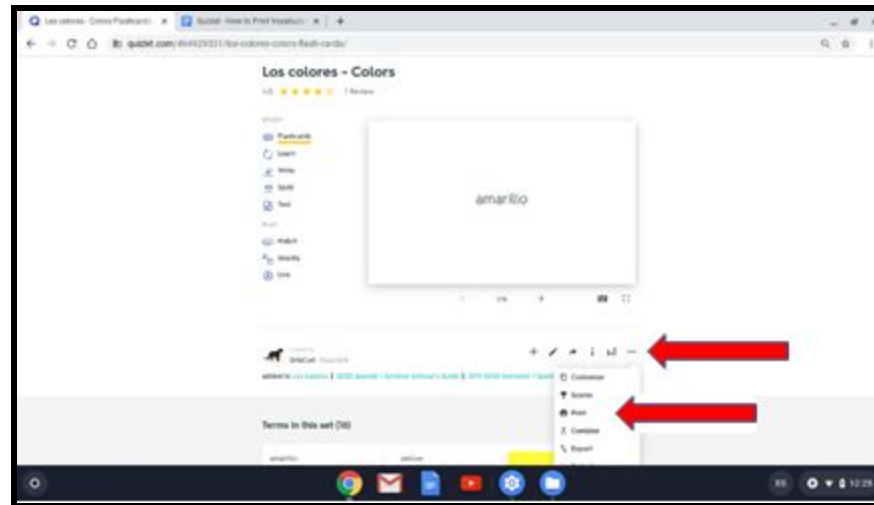
In Spanish we say that chocolate is causing the emotion in me - “chocolate is pleasing **“to me”**”. However, good translation requires us to say it in English as - “I like chocolate”. If this seems odd, consider how we say in English that someone or something bothers us. Do we not also use the same concept as Spanish to say that something outside of ourselves is causing the emotion, “bother”, in us? For instance: “He bothers me”; however, he might not be doing anything at all yet I say he’s causing an emotion in me.

Therefore, when talking about “like” and “love”, remember that the following is how we will say “I, you, he, she, etc.”: **(a mí) me - I; (a ti) te - you; (a él) le - he; (a ella) le - she; (a Ud.) le - you,Sir/Ma’am; (a nosotros) nos - we; (a vosotros) os - you all (Spain); (a ellos) les - they; (a Uds.) les - you all.**

## Quizlet - How to Print Vocabulary Lists

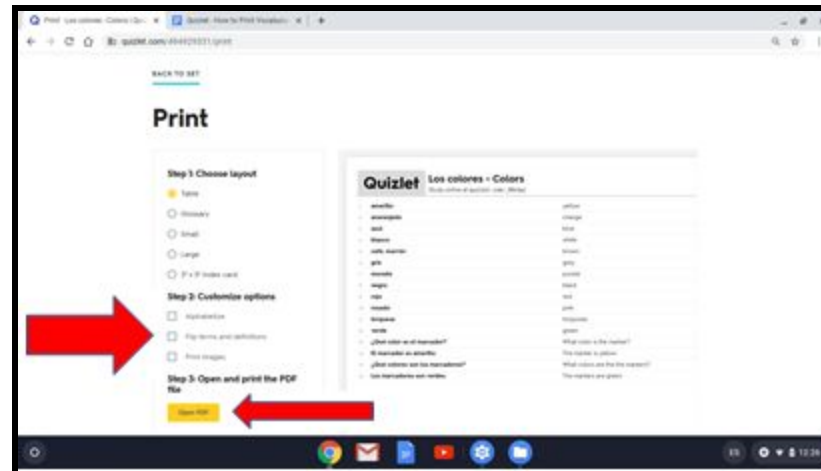
**Step 1:** Hover the cursor over the 3 dots below the flashcards until the menu pops up.

**Step 2:** Click on Print.

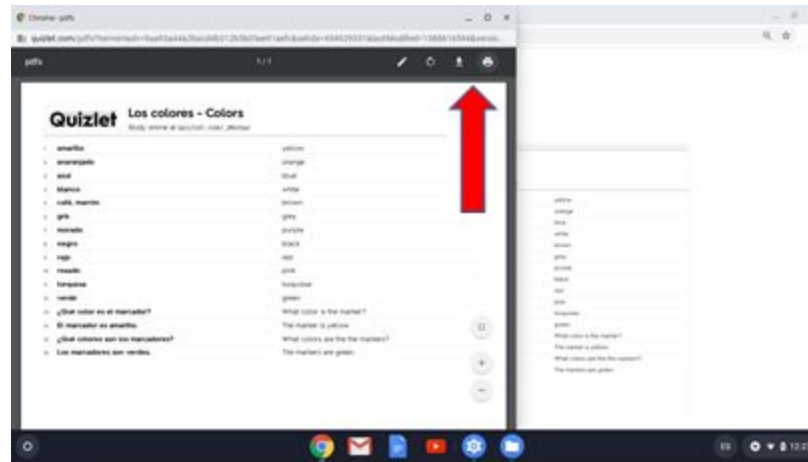


**Step 3:** Make sure “Alphabetize”, “Flip terms and definitions”, and “Print images” are all UNCLICKED.

**Step 4:** Click **Open PDF**.



**Step 5:** In the top right hand corner of the PDF you will see the option to Download or Print.



## 2020 KCS@home Summer Edition Guide

*This KCS@home packet provides for three (3) lessons per week, totalling ninety (90) minutes of weekly learning time, and twelve (12) hours total. **The goal is to provide students who took Spanish One in Spring 2020 with some of the content and skills others (whose level-one studies were not interrupted) will have going into Spanish Two.** Students wanting to go into Spanish Two prepared for a fast-paced review of level-one material should complete this eight-week summer learning course, or at least use the “Extensions” section to find resources that help them remember what they’ve learned in the classroom and help them acquire new knowledge and skills.*

Spanish 1 - Spanish 2			
Mini-Module 1 Los básicos - <i>The Basics</i>			
<p><b>Tasks:</b> <i>Weekly Assignments.</i></p> <p><b>Day 1:</b> Go to the folder <a href="#">Los básicos - The Basics</a> in Quizlet and review with flashcards those sets you are unsure of.</p> <p><b>Day 2:</b> Return to the folder <a href="#">Los básicos - The Basics</a> in Quizlet and review today with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match, Gravity, Live.</p> <p><b>Day 3:</b> Create your own calendar for the months of June and July:</p> <ol style="list-style-type: none"> <li>1. Create the calendar on a piece of blank (printer) paper.</li> <li>2. EVERYTHING should be in</li> </ol>	<p><b>Resources:</b> <i>Things you can do/links to go to in order to complete your assignment.</i></p> <p><b>All vocabulary lists in Quizlet can be printed at home. <a href="#">How to Print Quizlet Vocabulary List Instructions</a></b></p> <p><b><a href="#">Alphabet Song</a></b> - Here is a fun song! Review the Spanish alphabet. Pay attention to the different sounds (compared to the English alphabet, especially the vowels).</p> <p><b><a href="#">¿Qué hora es? - Telling time in Spanish</a></b></p> <p><b><a href="#">Nouns- Number &amp; Gender Agreement</a></b></p>	<p><b>Supports:</b> <i>How does this support language learning? Materials based on learning theories.</i></p> <p><b><u>Sensory:</u></b> <b>Quizlet:</b> Take advantage of hearing the words pronounced and practice spelling them.</p> <p><b>Alphabet Song:</b> audio accompanies pictures</p> <p><b><u>Graphic:</u></b> <b>Quizlet:</b> flashcards, vocabulary lists</p> <p><b>Calendar:</b> This task allows students to review many different vocabulary terms: numbers, days of the week/months, holidays and important dates, etc. The</p>	<p><b>Extensions:</b> <i>Additional resources to:</i></p> <ul style="list-style-type: none"> <li>● go to the next level</li> <li>● explore other tools that might fit your learning style</li> <li>● apply your learning</li> <li>● “test” your skills and knowledge</li> </ul> <p><b>¡SpanishLive!</b> Download the document. Print it out, and follow the steps (1–6). <a href="#">¡Spanish Live! - Week 1 Practice</a></p> <p><b><a href="#">DUOLINGO</a> is designed for adults learning to talk with other people. It has been adapted for use in the pre-adult classroom. One way to do it, is to have your student sign up for 15 minutes a day, and then let Duolingo lead them through a <i>natural progression of learning</i> (as</b></p>

<p>Spanish (as much as possible).</p> <ol style="list-style-type: none"> <li>3. Include the name of the month, days of the week (starting with <u>Monday</u> - not Sunday), numbers of days, and important dates (birthdays, etc.) and holidays.</li> <li>4. Include as many details as you can! Have fun with it and make it colorful. Hang it in your room or in a place you will see it everyday. Add to the calendar as the Summer continues.</li> </ol>	<p><a href="#">Online Dictionary</a></p>	<p>calendar will also be displayed over the course of the Summer, serving as a constant reference.</p> <p><b>Interactive:</b>  <b>Quizlet:</b> Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.</p> <p><b>Duolingo:</b>  Please read the description for Duolingo in the adjacent column. This site and Babel will provide for excellent interactive learning.</p> <p><b>Spanish Live:</b>  Simulating an interactive, interpersonal communication situation, these exercises help a student prepare for the face-to-face interactions that are in their cross-cultural future!</p>	<p><b>opposed to a thematic one). Another way is to have their previous/future teacher assign them lessons within a “classroom” in the app. The LESSONS listed in each of these weeks is an ideal place to learn relevant content, as you progress through Duolingo’s learning, or are assigned by a teacher/parent in the Schools.Duolingo.com app.</b></p> <p><b>Duolingo.com</b>  <i>Introduction: 3 lessons, 30 minutes.</i>  <i>Common Phrases: 3 lessons, 30 minutes.</i>  <i>Greetings: 3 lessons, 30 minutes.</i></p> <p>The American Council on the Teaching of Foreign Languages (<a href="#">ACTFL</a>) assesses learning according to a <b>Can-Do Statement</b> at each mile-marker along the so-called <b>Pathway to Proficiency</b>. For each week, a one-page sheet is offered here that provides:</p> <ul style="list-style-type: none"> <li>● a clear defining of the task</li> <li>● vocabulary relevant to the task</li> <li>● grammar necessary for the task</li> </ul>
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			<ul style="list-style-type: none"> <li>● a link to a YouTube or UTexas resource for instruction</li> <li>● formative/summative assessment exercises.</li> </ul> <p>These will not correspond directly with each of the eight weeks in this Summer Guide, since the weeks are laid out thematically; however, the use of these sheets will aid in acquiring the skill of using Spanish, and provide a unique bundling of the different elements that contribute to that learning.</p> <p><a href="#">Can-Do #1</a></p>
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**Mini-Module 2 Who am I?**  
**¿Cómo eres y qué te gusta hacer? - What are you like and what do you like to do?**

<p><b>Tasks:</b> Weekly Assignments.</p> <p><b>Day 1:</b> Go to the folder <a href="#">¿Cómo eres y qué te gusta hacer?</a> in Quizlet and review with flashcards those sets you are unsure of.</p> <p><b>Day 2:</b> Return to the folder <a href="#">¿Cómo eres y qué te gusta hacer?</a> in Quizlet and review today with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match,</p>	<p><b>Resources:</b> Things you can do/links to go to in order to complete your assignment.</p> <p><b>All vocabulary lists in Quizlet can be printed at home. <a href="#">How to Print Quizlet Vocabulary List Instructions</a></b></p> <p><a href="#">Adjectives - Number &amp; Gender Agreement</a></p> <p><a href="#">The Verbs Gustar and Encantar</a></p>	<p><b>Supports:</b> How does this support language learning? Materials based on learning theories.</p> <p><b>Sensory:</b> <b>Quizlet:</b> Take advantage of hearing the words pronounced and practice spelling them.</p> <p><b>Video: Soy Yo</b> - This song is by the Colombian band, <i>Bomba Estereo</i>. It highlights the importance of being yourself and embracing what makes you</p>	<p><b>Extensions:</b> Additional resources to:</p> <ul style="list-style-type: none"> <li>● go to the next level</li> <li>● explore other tools that might fit your learning style</li> <li>● apply your learning</li> <li>● “test” your skills and knowledge</li> </ul> <p><b>¡SpanishLive!</b> In the first exercise, you filled in a dialogue. This time, you’re in charge of scripting the whole dialogue. Follow the instructions, which prepare you for a real-life</p>
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<p>Gravity, Live.</p> <p><b>Day 3:</b>  <b>Video:</b> Watch the following music video: <a href="#">Soy yo - Bomba Estereo</a></p> <ol style="list-style-type: none"> <li>1. What adjectives would you use to describe the girl in the video?</li> <li>2. Answer the question:  <b>¿Cómo soy?</b> <ol style="list-style-type: none"> <li>a. Identify ALL the adjectives that describe YOU. What makes you unique? Try for at least 5 adjectives. Can you name 10?</li> </ol> </li> </ol> <p><b>Just For Fun!</b> Here is a fun cartoon that highlights Frida Kahlo (a famous Mexican painter) and the importance of embracing your uniqueness. <b>Be YOU!</b>  <a href="#">Frida Kahlo Comic Strip - English</a>  <a href="#">Frida Kahlo Comic Strip - Spanish</a>  ** Spanish comic strip included. Put them side-by-side and see how the languages compare.</p>	<p><a href="#">Online Dictionary</a></p>	<p>unique. Students then connect their vocabulary words to describe themselves, and what makes them individually unique.</p> <p><b>Graphic:</b>  <b>Quizlet:</b> flashcards, vocabulary lists</p> <p><b>Just For Fun: Comic Strip</b>  This allows students to see a dual language approach to a comic strip (in both English AND Spanish). The comic strip highlights a famous Mexican artist, Frida Kahlo, and emphasizes the importance of embracing your “weirdness.”</p> <p><b>Interactive:</b>  <b>Quizlet:</b> Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.</p> <p><b>Duolingo:</b>  See suggestions in the adjacent column.</p>	<p>encounter in which you describe yourself to a Spanish-speaking friend. Do your best learning--embrace being a novice rather than cheating yourself with an online translator.  <a href="#">¡SpanishLive!--Week 2 Practice</a></p> <p><b>Duolingo.com</b>  <i>People: 3 lessons, 30 minutes.</i>  <i>Emotions: 4 lessons, 40 minutes.</i>  <i>Leisure: 4 lessons, 40 minutes.</i></p> <p>This will not correspond directly with <i>week two</i> since the weeks are laid out thematically; however, the use of this sheet will aid in acquiring the skills of using Spanish, and provide a unique bundling of the different elements that contribute to that learning.  <a href="#">Can-Do #2</a></p>
<p><b>Mini-Module 3 Who am I? / My Home</b>  <b>¿Cómo son tu familia y tus amigos, y qué les gusta hacer con ellos?</b></p>			

**What are your family and friends like and what do they like to do?**

**Tasks:**

*Weekly Assignments.*

**Day 1:**

Go to the folder [¿Cómo son tu familia y tus amigos, y qué les gusta hacer a ellos?](#) in Quizlet and review with flashcards those sets you are unsure of.

**Day 2:**

Return to the folder [¿Cómo son tu familia y tus amigos, y qué les gusta hacer a ellos?](#) in Quizlet and review today with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match, Gravity, Live.

**Day 3:**

**Family Tree:** Create your own family tree.

**1).** Create a family tree that starts with you and continues through to your cousins.

[Family Tree Template](#) > Use this graphic to guide you.

**2).** Have fun with it: Are you creating an imaginary family or making a tree about your own family? Fill in the holes with a

**Resources:**

*Things you can do/links to go to in order to complete your assignment.*

**All vocabulary lists in Quizlet can be printed at home. [How to Print Quizlet Vocabulary List Instructions](#)**

[Subject Pronouns](#)

[What is Conjugation?](#)

[The Verbs Ser, Estar, and Tener](#)

[The Verb Ser](#)

[The Verb Tener](#)

[Possessive Adjectives](#)

[Online Dictionary](#)

**Supports:**

*How does this support language learning? Materials based on learning theories.*

**Sensory:**

**Quizlet:** Take advantage of hearing the words pronounced and practice spelling them.

**Graphic:**

**Quizlet:** flashcards, vocabulary lists

**Family Tree:** Creating a family tree is a great way for students to visualize the language in a more conceptual way.

**Interactive:**

**Quizlet:** Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.

**Duolingo:**

*See suggestions in the adjacent column.*

**Extensions:**

*Additional resources to:*

- *go to the next level*
- *explore other tools that might fit your learning style*
- *apply your learning*
- *“test” your skills and knowledge*

**¡SpanishLive!**

Practice talking about parents, siblings and friends.

[¡SpanishLive!--Week 3 Practice](#)

**Duolingo.com**

*Family: 4 lessons, 40 minutes.*

*Family 2: 4 lessons, 40 minutes.*

*Activities: 4 lessons, 40 minutes.*

*Description: 4 lessons, 40 minutes.*

This will not correspond directly with *week three* since the weeks are laid out thematically; however, the use of this sheet will aid in acquiring the skills of using Spanish, and provide a unique bundling of the different elements that contribute to that learning.

[Can-Do #3](#)



<p>fun character or interesting person. - For example, you can pull from characters and actors you are familiar with, from the Kardashians to The Avengers. I mean, who wouldn't want Dolly Parton as your <i>abuela</i>?</p> <p><b>3). ¿Qué les gusta hacer?</b> Can you identify what the members of your family like to do? <b><u>Here are some ways to get started:</u></b> <i>Me gusta. . . (I like to...)</i> <i>Le gusta. . . (He/She likes to...)</i> <i>Nos gusta. . . (We like to...)</i> <i>Les gusta. . . (They like to...)</i></p>			
<p><b>Mini-Module 4 My Life / My World</b> <b>¿Qué haces todos los días? - <i>What do you do everyday?</i></b></p>			
<p><b>Tasks:</b> <i>Weekly Assignments.</i></p> <p><b>Day 1:</b> Go to the folder <a href="#">¿Qué haces todos los días?</a> in Quizlet and review with flashcards those sets you are unsure of.</p> <p><b>Day 2:</b> Return to the folder <a href="#">¿Qué haces todos los días?</a> in Quizlet and</p>	<p><b>Resources:</b> <i>Things you can do/links to go to in order to complete your assignment.</i></p> <p><b>All vocabulary lists in Quizlet can be printed at home. <a href="#">How to Print Quizlet Vocabulary List Instructions</a></b></p> <p><a href="#">Conjugate -ar Verbs</a></p>	<p><b>Supports:</b> <i>How does this support language learning? Materials based on learning theories.</i></p> <p><b>Sensory:</b> <b>Quizlet:</b> Take advantage of hearing the words pronounced and practice spelling them.</p> <p><b>Art Gallery:</b> (accompanies the activity for Day 3)</p>	<p><b>Extensions:</b> <b>¡SpanishLive!</b> <i>Additional resources to:</i></p> <ul style="list-style-type: none"> <li>● <i>go to the next level</i></li> <li>● <i>explore other tools that might fit your learning style</i></li> <li>● <i>apply your learning</i></li> <li>● <i>“test” your skills and knowledge</i></li> </ul> <p>You'll be making a presentation about your routines. Work</p>

<p>review today with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match, Gravity, Live.</p> <p><b>Day 3:</b>  <b>¿Qué hacen todos?</b>  <b>1).</b> Use the paintings by the famous Mexican-American painter, Carmen Lomas Garza, and the verb lists below, to identify the actions you can see. <i>(link below)</i>  Pick ONE painting and go from there. Count how many verbs you can identify...make it a game!  <b>Art Gallery:</b> <a href="#">Carmen Lomas Garza</a>  <i>Known for her depiction of daily life/activities/traditions/etc., as well as her emphasis on the importance of family.</i>  <b>Verb Lists:</b>  <a href="#">Regular -AR Action Verbs</a>  <a href="#">Regular -ER and -IR Action Verbs</a></p> <p><b>2).</b> As you connect the verbs from the list to the images in the paintings, make sure to change the ending of the verbs to match the person doing the action:</p> <ul style="list-style-type: none"> <li>● EXAMPLES:  He dances - Él baila  She dances - Ella baila</li> </ul>	<p><a href="#">Conjugate -er Verbs</a></p> <p><a href="#">Conjugate -ir Verbs</a></p> <p><a href="#">Conjugate - The Verb Jugar</a></p> <p><a href="#">Conjugate - The Verb Contar</a></p> <p><a href="#">Conjugate - The Verb Dormir</a></p> <p><a href="#">Online Dictionary</a></p>	<p>This site shows a variety of paintings by Carmen Lomas Garza.</p> <p><b>Graphic:</b>  <b>Quizlet:</b> flashcards, vocabulary lists</p> <p><b>Verb lists:</b> (accompanies the activity for Day 3)  These lists are a simple collection of action verbs that follow the same conjugation patterns addressed in this week's material and pertain to the artwork of Carmen Lomas Garza.</p> <p><b>Interactive:</b>  <b>Quizlet:</b> Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.</p> <p><b>Duolingo:</b>  See suggestions in the adjacent column.</p>	<p>through the vocabulary, verbs, and any questions you might have using this exercise.  <a href="#">¡SpanishLive!--Week 4 Practice</a></p> <p><b>Duolingo.com</b>  <i>Schedule: 4 lessons, 40 minutes.</i>  <i>Routines: 4 lessons, 40 minutes.</i>  <i>Household: 4 lessons, 40 minutes.</i></p> <p>This will not correspond directly with <i>week four</i> since the weeks are laid out thematically; however, the use of this sheet will aid in acquiring the skills of using Spanish, and provide a unique bundling of the different elements that contribute to that learning.  <a href="#">Can-Do #4</a></p>
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They dance - Ellos/Ellas bailan			
<b>Mini-Module 5 My Life / My World</b> <b>¿Adónde vas y qué haces allí? - Where do you go and what do you do there?</b>			
<p><b>Tasks:</b> <i>Weekly Assignments.</i></p> <p><b>Day 1:</b> Go to the folder <a href="#">¿Adónde vas y qué haces allí?</a> in Quizlet and review with flashcards those sets you are unsure of.</p> <p><b>Day 2:</b> Return to the folder <a href="#">¿Adónde vas y qué haces allí?</a> in Quizlet and review today with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match, Gravity, Live.</p> <p><b>Day 3:</b> <b>MI ciudad: MY City</b> 1). You are in charge of creating your own town. What places MUST your town/city have?</p> <ul style="list-style-type: none"> <li>• Try to include 13 places.</li> <li>• 10 of those places MUST come from the vocabulary list. Keep in mind that this will be a very <i>rough</i> map due to your limited vocabulary.</li> </ul>	<p><b>Resources:</b> <i>Things you can do/links to go to in order to complete your assignment.</i></p> <p><b>All vocabulary lists in Quizlet can be printed at home. <a href="#">How to Print Quizlet Vocabulary List Instructions</a></b></p> <p><a href="#">The Verb Ir</a></p> <p><a href="#">Online Dictionary</a></p> <p><b>Review Prior Resources</b></p>	<p><b>Supports:</b> <i>How does this support language learning? Materials based on learning theories.</i></p> <p><b>Sensory:</b> <b>Quizlet:</b> Take advantage of hearing the words pronounced and practice spelling them.</p> <p><b>Graphic:</b> <b>Quizlet:</b> flashcards, vocabulary lists</p> <p><b>Map of town/city:</b> Students will use their imagination and create and draw a map of their own town or city. This map will help to conceptualize the vocabulary and what places are most important in a town.</p> <p><b>Interactive:</b> <b>Quizlet:</b> Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.</p>	<p><b>Extensions:</b> <i>Additional resources to:</i></p> <ul style="list-style-type: none"> <li>• go to the next level</li> <li>• explore other tools that might fit your learning style</li> <li>• apply your learning</li> <li>• “test” your skills and knowledge</li> </ul> <p><b>¡SpanishLive!</b> Talk about where you want to go and what you plan on doing there. Get creative and have some fun with this exercise! <a href="#">¡SpanishLive!--Week 5 Practice</a></p> <p><b>Duolingo.com</b> <i>Travel: 4 lessons, 40 minutes.</i> <i>Travel 2: 4 lessons, 40 minutes.</i> <i>Leisure: 4 lessons, 40 minutes.</i> <i>Activities: 4 lessons, 40 minutes.</i></p> <p>This will not correspond directly with <i>week five</i> since the weeks are laid out thematically; however, the use of this sheet will aid in acquiring the skills of using Spanish, and provide a unique bundling of the different</p>

<p>You can also look up a few places with the online dictionary, but you should focus on the list of words studied.</p> <ul style="list-style-type: none"> <li>• Don't know where to start? Here is a basic example. Don't forget about nonspecific places too, like the beach, town square, etc. <ul style="list-style-type: none"> <li>◦ <a href="#">Map Example</a></li> </ul> </li> </ul> <p><b>2). ¿Adónde vas y qué haces allí?</b> Can you describe what you do at these places?</p> <ul style="list-style-type: none"> <li>• Remember to use the YO form of the verb when you describe what you do there.</li> <li>• EXAMPLE: <ul style="list-style-type: none"> <li>◦ I run in the park.</li> <li>◦ <b>Yo corro</b> en el parque.</li> </ul> </li> </ul> <p><b>3). ¿Te gusta or no te gusta?</b> How do you feel about going to these places? It is a fun time? Or is it an errand/chore?</p> <ul style="list-style-type: none"> <li>• EXAMPLE: <ul style="list-style-type: none"> <li>◦ I like to go to the park to run.</li> <li>◦ <b>Me gusta ir</b> al parque para correr.</li> </ul> </li> </ul>		<p><b>Duolingo:</b> See suggestions in the adjacent column.</p>	<p>elements that contribute to that learning. <a href="#">Can-Do #5</a></p>
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**Mini-Module 6 My Home / My World**  
**¿Qué comes y qué haces en las fiestas? - What do you eat and what do you do at parties?**

<p><b>Tasks:</b>  <i>Weekly Assignments.</i></p> <p><b>Day 1:</b>          Go to the folder <a href="#">¿Qué comes y qué haces e las fiestas?</a> in Quizlet and review with flashcards those sets you are unsure of.</p> <p><b>Day 2:</b>          Return to the folder <a href="#">¿Qué comes y qué haces en las fiestas?</a> in Quizlet and review today with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match, Gravity, Live.</p> <p><b>Day 3:</b>  <b>Create your own menu:</b>          1). You're throwing a party!          Pick an event. This can be any event/fiesta that YOU will have to cater and provide all food and beverage for. You choose the event, but the menu <b>MUST</b> have (at least) <b><u>3 food courses PLUS drink choices.</u></b> (A simple list is fine!)          - Examples of events:          Quinceañera, tailgate</p>	<p><b>Resources:</b>  <i>Things you can do/links to go to in order to complete your assignment.</i></p> <p><b>All vocabulary lists in Quizlet can be printed at home. <a href="#">How to Print Quizlet Vocabulary List Instructions</a></b></p> <p><a href="#">Online Dictionary</a></p> <p><b>Review Prior Resources</b></p>	<p><b>Supports:</b>  <i>How does this support language learning? Materials based on learning theories.</i></p> <p><b>Sensory:</b>  <b>Quizlet:</b> Take advantage of hearing the words pronounced and practice spelling them.</p> <p><b>Graphic:</b>  <b>Quizlet:</b> flashcards, vocabulary lists</p> <p><b>Menu:</b> Students combine the vocabulary this week to create a menu around a specific event of their choosing.</p> <p><b>Interactive:</b>  <b>Quizlet:</b> Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.</p> <p><b>Duolingo:</b>  <a href="#">See suggestions in the adjacent column.</a></p>	<p><b>Extensions:</b>  <i>Additional resources to:</i></p> <ul style="list-style-type: none"> <li>● <i>go to the next level</i></li> <li>● <i>explore other tools that might fit your learning style</i></li> <li>● <i>apply your learning</i></li> <li>● <i>“test” your skills and knowledge</i></li> </ul> <p><b>¡SpanishLive!</b>          Food is a favorite topic. Talk to a friend about what they eat in El Salvador.  <a href="#">¡SpanishLive!--Week 6 Practice</a></p> <p><b>Duolingo.com</b>  <i>Restaurant: 4 lessons, 40 minutes.</i>  <i>Groceries: 4 lessons, 48 minutes.</i></p> <p>This will not correspond directly with <i>week six</i> since the weeks are laid out thematically; however, the use of this sheet will aid in acquiring the skills of using Spanish, and provide a unique bundling of the different elements that contribute to that learning.  <a href="#">Can-Do #6</a></p>
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<p>bash, cumpleaños, upscale gala, etc.</p> <p><b>A little extra?</b> Can you describe the things you needed to decorate and/or prepare for the event?</p> <p><b>Quick Extension:</b> Take a picture of the menu next time you are at a local Mexican/Hispanic restaurant. You might even be able to find the menu online or take a “to go” menu home with you.</p> <ul style="list-style-type: none"> <li>• What words do you recognize?</li> <li>• Do you think you would be able to order in Spanish? (to a sympathetic and patient server)?</li> <li>• What dishes on the menu are culturally different?</li> </ul>			
<p><b>Mini-Module 7 My School</b>  <b>¿Cómo son tus clases? - What are your classes like?</b></p>			
<p><b>Tasks:</b>  <i>Weekly Assignments.</i></p> <p><b>Day 1:</b>  Go to the folder <a href="#">¿Cómo son tus clases?</a> in Quizlet and review</p>	<p><b>Resources:</b>  <i>Things you can do/links to go to in order to complete your assignment.</i></p> <p><b>All vocabulary lists in Quizlet can</b></p>	<p><b>Supports:</b>  <i>How does this support language learning? Materials based on learning theories.</i></p> <p><b>Sensory:</b></p>	<p><b>Extensions:</b>  <i>Additional resources to:</i></p> <ul style="list-style-type: none"> <li>• go to the next level</li> <li>• explore other tools that might fit your learning style</li> <li>• apply your learning</li> </ul>

<p>with flashcards those sets you are unsure of.</p> <p><b>Day 2:</b> Return to the folder <a href="#">¿Cómo son tus clases?</a> in Quizlet and review today with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match, Gravity, Live.</p> <p><b>Day 3:</b> <b>Tu horario y tu mochila:</b> (<i>Your schedule and your backpack</i>) 1). Create your class schedule: 5 classes; 2 semesters.</p> <ul style="list-style-type: none"> <li>• La clase favorita es...</li> <li>• La clase menos favorita es...</li> <li>• La clase más difícil es...</li> </ul> <p>2). <b>¿Qué necesitas?</b> - Pack your backpack. What things will you need for school? What are the necessities (this includes your phone charger, water bottle, pens, paper, etc.). How many words can you use? <i>How many things can you pack in your mochila?</i></p>	<p><b>be printed at home.</b> <a href="#">How to Print Quizlet Vocabulary List Instructions</a></p> <p><a href="#">Online Dictionary</a></p> <p><b>Review Prior Resources</b></p>	<p><b>Quizlet:</b> Take advantage of hearing the words pronounced and practice spelling them.</p> <p><b>Graphic:</b> <b>Quizlet:</b> flashcards, vocabulary lists</p> <p><b>Schedule and backpack:</b> Students practice the vocabulary by creating their schedule this year (next year) in Spanish. After they are done with their schedule, they make a list of things to bring in their backpacks. The students can then use the grammar they know and talk about their favorite, most difficult, easiest class (etc.)</p> <p><b>Interactive:</b> <b>Quizlet:</b> Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.</p> <p><b>Duolingo:</b> See suggestions in the adjacent column.</p>	<ul style="list-style-type: none"> <li>• “test” your skills and knowledge</li> </ul> <p><b>¡SpanishLive!</b> Guidance has asked you to help orient a new student. Tell her about her schedule. <a href="#">¡SpanishLive!--Week 7 Practice</a></p> <p><b>Duolingo.com</b> <i>Phrases 2: 4 lessons, 40 minutes.</i> <i>Community: 4 lessons, 40 minutes.</i> <i>School: 4 lessons, 40 minutes.</i> <i>School 2: 4 lessons, 40 minutes.</i></p> <p>This will not correspond directly with <i>week seven</i> since the weeks are laid out thematically; however, the use of this sheet will aid in acquiring the skills of using Spanish, and provide a unique bundling of the different elements that contribute to that learning.</p> <p><a href="#">Can-Do #7</a></p>
<p><b>Mini-Module 8 My Life / My World</b> <b>¿Cuáles son tus planes? - What are your plans?</b></p>			

<p><b>Tasks:</b> <i>Weekly Assignments.</i></p> <p><b>Day 1:</b> Go to the folder <a href="#">¿Cuáles son tus planes?</a> in Quizlet and review with flashcards those sets you are unsure of.</p> <p><b>Day 2:</b> Return to the folder <a href="#">¿Cuáles son tus planes?</a> in Quizlet and review with whichever study tool or game you prefer: Learn, Write, Spell, Test, Match, Gravity, Live.</p> <p><b>Day 3:</b> <b>Tu futuro:</b> The future is limitless in a lot of ways. What are your plans? Express what your future will be like/will NOT be like, using expressions such as:  <b>(no) quiero</b>  <b>(no) puedo</b>  <b>(no) me gustaría</b>  <b>(no) voy a <u>infinitive (verb)</u></b>  - <i>I'm (not) going <u>to do/be something</u></i>  <b>El futuro (no) va a <u>infinitive (verb)</u></b>  - <i>The future is (not) going <u>to do or be something.</u></i></p>	<p><b>Resources:</b> <i>Things you can do/links to go to in order to complete your assignment.</i></p> <p><b>All vocabulary lists in Quizlet can be printed at home. <a href="#">How to Print Quizlet Vocabulary List Instructions</a></b></p> <p><a href="#">Online Dictionary</a></p> <p><b>Review Prior Resources</b></p>	<p><b>Supports (and how to use them)</b> Sensory: <i>How does this support language learning? Materials based on learning theories.</i></p> <p><b>Sensory:</b> <b>Quizlet:</b> Take advantage of hearing the words pronounced and practice spelling them.</p> <p><b>Graphic:</b> <b>Quizlet:</b> flashcards, vocabulary lists</p> <p><b>Interactive:</b> <b>Quizlet:</b> Play the games then complete the learner and assessment modes for immediate feedback to see how you are doing.</p> <p><b>Duolingo:</b> <i>See suggestions in the adjacent column.</i></p>	<p><b>Extensions:</b> <i>Additional resources to:</i></p> <ul style="list-style-type: none"> <li>• <i>go to the next level</i></li> <li>• <i>explore other tools that might fit your learning style</i></li> <li>• <i>apply your learning</i></li> <li>• <i>“test” your skills and knowledge</i></li> </ul> <p><b>¡SpanishLive!</b> Quarantine is over! It's a new year and we're actually going back to campus!!! Write a story about your social plans for the start of the semester. <a href="#">¡SpanishLive!--Week 8 Practice</a></p> <p><b>Duolingo.com</b> <i>Preference: 4 lessons, 40 minutes.</i> <i>Leisure: 4 lessons, 40 minutes.</i> <i>Recreation: 4 lessons, 40 minutes.</i></p> <p>This will not correspond directly with <i>week eight</i> since the weeks are laid out thematically; however, the use of this sheet will aid in acquiring the skills of using Spanish, and provide a unique bundling of the different elements that contribute to that learning.</p>
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<p>How do you feel about the future (overall)? Can you express that emotion? <b>Estoy. . . .</b></p> <p>And how do you feel moving on to Spanish 2? <b>Estoy. . .</b></p>			<p><u><b>Can-Do #8</b></u></p>
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