



Bienvenidos a la clase de español

Spanish alphabet
Pronunciation / Accents
Numbers (0-100)
Basic classroom objects
Number/Gender of nouns
Definite articles
Cognates



Nuestro sitio de web



I can access various resources on our class website.

Today we will work on devices to

- a) get familiarized with the Spanish alphabet, and
- b) again practice using the resources on Sra K's website.



Remember that on our class website you can:

- Find a **calendar** that lists class activities, assignments & assessment dates. This is an excellent way to find out what happened in class when you are absent!
- Access **class notes**. If you miss all or part of a class, you can see what we learned so that you are not behind when you come back.
- Find **additional resources/links** to help you extend your learning beyond class time.

To practice with the website resources AND begin our first unit, please complete the following activities. You will have some class time to work; anything you do not finish is homework for next class period:

1. Take notes about the Spanish alphabet on p. 26 of your workbook.

You will need to:

- Navigate to my website from the HASD homepage
- Click on **7th grade Spanish**
- Click on the **Welcome to Spanish Class Unit**
- Click on **Class Notes**
- Click on **Spanish Alphabet – Class Notes**

***** Please use this resource any time you miss class and/or need to get notes!**

2. Listen to/practice the alphabet song (army song).

You will find this on the “**Welcome to Spanish Class**” unit homepage.

3. Use the pronunciation practice tool to work on the Spanish letters in isolation.

You will find this on the “**Welcome to Spanish Class**” unit homepage.

Our learning targets for the Spanish alphabet are:





















- a) I can recognize each letter when I hear it.
- b) I can say each letter when I see it.

Keep practicing until you can say YES to both of these statements!

el abecedario -o- el alfabeto



I can identify letters of the Spanish alphabet.

 a <i>Sound never changes.</i>	 be	 ce <i>*Has 2 sounds.</i>	CH che	 de
 e <i>Sound never changes.</i>	 efe	 ge <i>*Has 2 sounds.</i>	 hache <i>Is always silent.</i>	 i <i>Sound never changes.</i>
 jota <i>Sounds like H in "hill".</i>	 ka <i>Is an adopted letter.</i>	 ele	LL elle	 eme
 ene	 eñe	 o <i>Sound never changes.</i>	 pe	 cu
 ere	 erre	 eEse	 te	 u <i>Sound never changes.</i>
 ve <i>Sounds like B.</i>	 doble ve <i>Is an adopted letter.</i>	 equis	 ye (1 griega)	 ceta



When spelling the B and V *aloud* you must give them distinction in order to tell them apart...

B=be grande **V**=ve chica

CH and **LL** are only sounds and are no longer part of the alphabet. They appear here because many songs still include them.

los sonidos del abecedario



I can identify letters of the Spanish alphabet.

Unlike English vowels, Spanish vowels _____ make the same sound.

car	cake	feet	motor	boot

Some Spanish consonants sound different than they do in English.

	B and V make a _____ sound a bit softer than the 'b' in the word _____. B and V sound the _____.	
	The C carries 2 sounds.	
	C in front of: A O U makes a _____ sound as in kite / coat.	C in front of: E I makes an _____ sound as in sail / cereal.
	Sounds like _____ as in the word _____.	
	The G carries 2 sounds.	
	G in front of: A O U makes a _____ G sound as in goat.	G in front of: E I makes an _____ sound as in hay.
	Does _____ produce a sound. It is _____!	
	Sounds like _____ as in the word hat.	
	K and W were not originally apart of the Spanish alphabet, but due to _____ words they were included. Examples: Kodak, Kyle, Walter	
	A single L sounds similar to English L as in the word listen. LL makes a _____ sound like in the word yo-yo.	
	An N with a _____ is a separate letter in the Spanish alphabet. It sounds like _____ as in the word canyon.	
	A single R sounds like _____ as in the word ladder. At the _____ of a word R is rolled. (see RR below)	
	RR is rolled or trilled, a sound made by rapidly tapping the tip of the tongue against the roof of your mouth. (Think of a cat purring.)	
	X has several sounds, depending on the surrounding letters. (1) Between 2 vowels as in <i>México</i> , X sounds like _____. (2) Other times X sounds like _____ as in the English word socks.	
	Y sounds like _____ as in the word yolk. When it is all alone it sounds like _____ (bee/ski), and it means "and".	
	Does not "buzz". It always sounds like _____ as in the word sit.	



Minidiálogo

Carmen: Hola, Alfonso.
 Alfonso: Buenos días, Carmen.
 Carmen: ¡Vamos a practicar el alfabeto!
 Alfonso: Buena idea.
 Carmen: ¿Cómo se escribe la palabra “hola”?
 Alfonso: Se escribe hache-o-ele-a.
 Carmen: ¡Fabuloso, Alfonso!
 Alfonso: ¿Cómo se escribe la palabra, “adiós”?
 Carmen: Se escribe a-de-i-o con acento-ese.
 Alfonso: Perfecto, Carmen. Hasta luego.
 Carmen: Hasta mañana.



Práctica

A. Write the letters you hear to spell out Spanish words.



Vowels with written accents will have “con acento” following the vowel.

B=be grande

V=ve chica

Modelo: be grande-a-ene-de-e-ere-a

bandera

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

B. Listen as your teacher spells Spanish words. Write the letters you hear.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Rules for Stress



I know when and why accent marks are needed.

In Spanish, words are spelled just like they _____. In order to take advantage of this simple and nearly perfect system of spelling, one must first know the rules for stress - that is, how to know which syllable is pronounced the _____.

Natural Stress Rules

Rule 1:

Words ending in a _____; ____ or ____ are stressed on the _____ syllable.

casa	libro	madre	lunes
ca - sa	li - bro	ma - dre	lu - nes

Rule 2:

Words ending in a _____ (not including n and s) are stressed on the _____ syllable.

beber	papel	verdad
be - ber	pa - pel	ver - dad

a, e, i, o, u, n, s....
 second-to-last syllable
 gets the "stress-ay"

When a word ends in a
 different consonant,
 then you stress it
 at the **end!!**

Rule 3: To accent or not to accent!

Words that do not follow Rule 1 or 2 must have a written accent mark over the stressed vowel.

periódico	miércoles	lápiz
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Written accents are also used to differentiate between words that are pronounced the same but have different _____ or grammatical uses:

si - if	mi - my	el - the	tu - your
sí - yes	mí - me	él - he	tú - you

¡Ojo! There are additional formal rules for written accents, but for our purposes in 7th grade Spanish, we will focus on _____ these.

Try not to think of these rules as burdensome. Rather, view them as your friends.
 They allow you to pronounce any Spanish word _____.

Actividades de práctica



I know when and why
accent marks are needed.

Listen as your teacher pronounces these words. Would they need a written accent?

1. t o r m e n t a	4. t r i a n g u l o
2. f a c i l	5. c o m p a r t i r
3. p r e g u n t o	6. i n g l e s

Spell the words your teacher says.
Include accents if they are needed.

1.	4
2.	5.
3.	6.

Apuntes

Números



I can identify numbers 0-199.

0	1	2	3	4	5
cero	uno	dos	tres	cuatro	cinco
6	7	8	9	10	
seis	siete	ocho	nueve	diez	
11	12	13	14	15	
once	doce	trece	catorce	quince	
16	17	18	19		
dieciséis	diecisiete	dieciocho	diecinueve		
20	21	22	23	24	
veinte	veintiuno	veintidós	veintitrés	veinticuatro	
25	26	27	28	29	
veinticinco	veintiséis	veintisiete	veintiocho	veintinueve	
30	31	32	33	34	
treinta	treinta y uno	treinta y dos	treinta y tres	treinta y cuatro	
35	36	37	38	39	
treinta y cinco	treinta y seis	treinta y siete	treinta y ocho	treinta y nueve	
The 40s-90s will follow the same format as the 30s.		40	50	60	
		cuarenta	cincuenta	sesenta	
70	80	90	100	101	
setenta	ochenta	noventa	cien	ciento uno	
200	300	400	500	600	
doscientos	trescientos	cuatrocientos	quinientos	seiscientos	
700	800	900	1.000	2.000	
setecientos	ochocientos	novecientos	mil	dos mil	

Más práctica con números



I can identify numbers 0-199.

A. What numbers do you think of for the following things? Write the number in Spanish.

Modelo: days in the month of September treinta

1. hours in a day _____
2. sides of a pentagon _____
3. letters in the English alphabet _____
4. an “unlucky” number _____
5. inches in a yard _____
6. minutes in an hour _____
7. a dozen _____
8. states in the U.S. _____
9. dalmatians in a famous Disney movie _____
10. cents in 3 quarters (\$) _____

B. Complete these series of numbers by SPELLING OUT the missing numbers in Spanish.

modelo: 5, 10, quince, 20, 25, treinta, 35, 40

- 1) uno, tres, _____, siete, nueve, _____, trece
- 2) dos, cuatro, _____, ocho, _____, doce
- 3) diecisiete, _____, diecinueve, _____
- 4) treinta y seis, treinta y nueve, _____, cuarenta y cinco
- 5) 70, 65, _____, 55, _____, 45
- 6) 29, 28, 27, _____, 25, 24, 23, _____
- 7) 80, 82, _____, 86, 88, _____, 92
- 8) 70, _____, 80, 85, 90, 95 _____, 105

Actividades de práctica



World Languages Power Standard #2: Interpretive Communication (Reading and Listening)

Students will understand and interpret the language studied in its written and spoken forms on a variety of topics.

A. ¿De quién es el número de teléfono? Various people are saying their phone number. Use the Antigua, Guatemala phone directory below to identify each person.

Hernandez, Pablo
23 Calle de recolección
Antigua, GTM.....8-85-65-36

Hernandez, Paco
10 Callejón de Rubia
Antigua, GTM.....3-25-12-31

Hernandez, Patricia
46 Calle del Hermano Pedro
Antigua, GTM.....5-58-52-62

Hernandez, Paula
92 Calle de Chiplilapa
Antigua, GTM.....2-25-29-01

Hernandez, Pedro
38 Calle de Santa Lucía
Antigua, GTM.....7-33-10-46

1. Mi número de teléfono es tres-veinticinco-doce-treinta y uno.

Hernandez,

2. Mi número de teléfono es siete-treinta y tres-diez-cuarenta y seis.

Hernandez,

3. Mi número de teléfono es dos-veinticinco-veintinueve-cero uno.

Hernandez,



B. Tu perro perdido Realidades: Para Empezar T11

You have lost your dog, so you put up signs in your neighborhood asking your neighbors to call you if they see him. When you get out of school the next day, you have six voicemail messages from people who have seen your dog. Listen to write down their house numbers.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

C. ¿Cuál es tu teléfono?

Listen as your teacher reads four fictional phone numbers. Write the phone numbers that she says below.

1. Yo _____ - _____ - _____ - _____

2. Sara _____ - _____ - _____ - _____

3. tu maestra _____ - _____ - _____ - _____

4. Tomás _____ - _____ - _____ - _____

¡Practicamos más!



World Languages Power Standard #1: Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the language studied.



La batalla naval

	2	12	14	15	40	67	76	100
H								
I								
J								
E								
Y								
G								

	2	12	14	15	40	67	76	100
H								
I								
J								
E								
Y								
G								

Cosas en la escuela



I can identify classroom items & people.



el horario



el reloj



la carpeta



la mochila



el papel



la pluma
el bolígrafo



el libro



las tijeras



la regla



la pizarra



el borrador



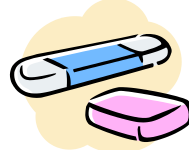
el marcador



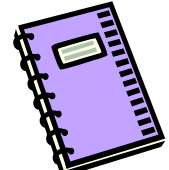
la calculadora



el lápiz



la goma



el cuaderno



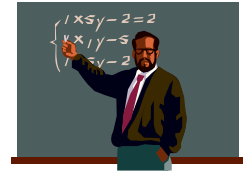
la estudiante
la alumna



el estudiante
el alumno



la maestra
la profesora



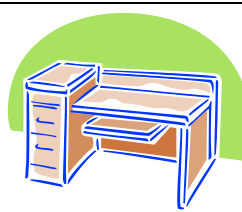
el maestro
el profesor



la sala de clase



el casillero



el escritorio

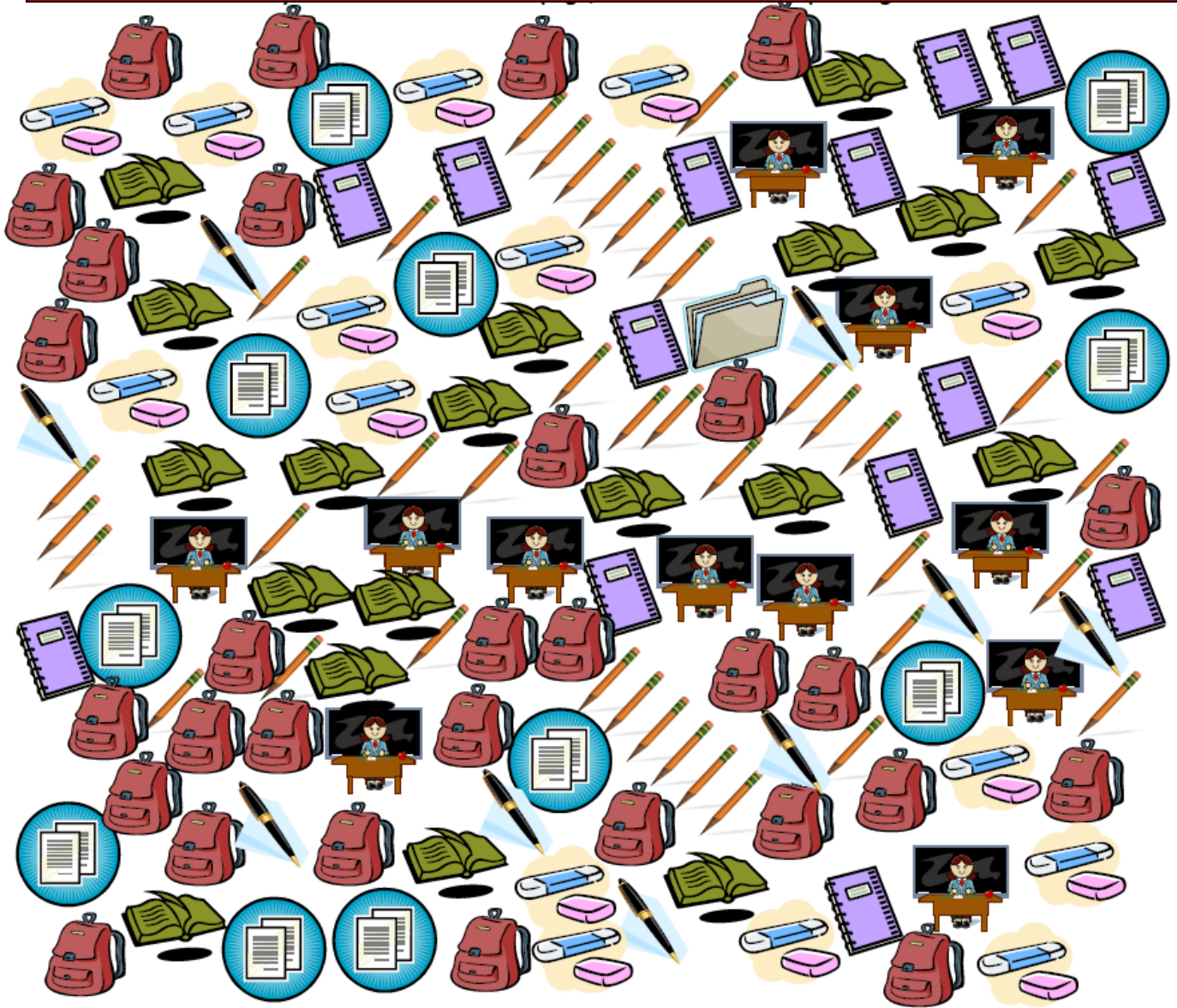


el pupitre

¿Cuántas cosas hay?



I can identify classroom items & people.



A. Count how many of each item are on the page, and write the corresponding number in the blank.

1. ¿Cuántos libros hay? Hay _____ libros.
2. ¿Cuántas mochilas hay? Hay _____ mochilas.
3. ¿Cuántos papeles hay? Hay _____ papeles.
4. ¿Cuántos lápices hay? Hay _____ lápices.
5. ¿Cuántos bolígrafos hay? Hay _____ bolígrafos.
6. ¿Cuántas maestras hay? Hay _____ maestras.
7. ¿Cuántas gomas hay? Hay _____ gomas.
8. ¿Cuántas carpetas hay? Hay _____ carpeta.

Los sustantivos

(nouns)



I can make singular nouns plural (number).

F.O.L. #1 (fact of life #1) **ALL** nouns in Spanish have ...

_____ and _____
This means that every Spanish noun—person, place, thing or idea—is...

- _____
- or
- _____

-  _____
- or
-  _____



How do I know if a noun is **singular** or **plural**?

☺ **EASY!** Plural nouns end in - _____.

Can I make a singular noun plural? _____

- If a noun ends in a _____, you make it plural simply by adding _____.
- If a noun ends in a _____, you make it plural by adding _____.
- If a noun ends in a Z, you must first change the Z to _____, and then add _____.
- If a noun ends in ón, _____ the written accent when you add **-es**.

A. Make each noun below plural.

Modelo: pluma plumas

1. bolígrafo _____

5. marcador _____

2. estudiante _____

6. combinación _____

3. papel _____

7. goma _____

4. lápiz _____

8. reloj _____

Los sustantivos



I can identify masculine & feminine nouns (gender).

We know that all nouns in Spanish have _____ & _____ .

How do I know if a noun is masculine or feminine? ☹️ NOT QUITE SO EASY ...

1. Think about the _____ of the word.



If the definition of the word refers to a boy or a man (son, brother, father, etc.), the noun is _____.



If the definition of the word refers to a girl or a woman (daughter, sister, mother, etc.), the noun is _____.

2. Look at the _____ of the word.



Masculine nouns _____ but NOT _____ end in

_____._____.



Feminine nouns _____ but NOT _____ end

_____._____.

3. **HOWEVER**, there are some nouns that do not follow a pattern at all. It is VERY IMPORTANT to know each noun's gender. So, if you cannot determine a noun's gender using one of the above 2 strategies, you will need to look the noun up on your vocab list;

_____ = masculine, _____ = feminine.

You will need to _____ the gender of these "tricky" ones.



Can I **change the gender** of a noun? _____!



I can identify masculine & feminine nouns (gender).

- A. Each of the nouns below is **SINGULAR**. Indicate whether they are masculine (M) for feminine. (F).
¡OJO! You may not know all of these words – that’s OK, just apply the rules above.
 Watch out for the “tricky” ones!

1. horario _____

7. ciudad _____

2. paraguas _____

8. actriz _____

3. profesor _____

9. televisión _____

4. pizarra _____

10. papel _____

5. reloj _____

11. lápiz _____

6. estudiante _____

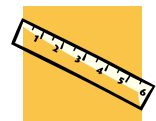
12. calcetín _____

Cosas en el casillero

- Choose FIVE of the items below and label them in Spanish. Use your vocab list to spell correctly!
- Tell your partner what you have in your locker by saying:

“Tengo _____ en mi casillero”.

- Your partner should circle the items you mention.



LOS SUSTANTIVOS



I can identify the number & gender of Spanish nouns.

To practice what we've learned about Spanish nouns, complete the following three word sorts by writing the terms from each word bank in the appropriate column.

I. SINGULAR / PLURAL

borradores pluma libro alumnas estudiante tijeras

<u>SINGULAR</u>	<u>PLURAL</u>

II. MASCULINE / FEMININE

cuaderno profesora lápiz sala
pupitre horario mochila goma

<u>MASCULINE</u>	<u>FEMININE</u>

III. COMBINED

relojes marcadores calculadora papel
maestras casillero pizarras tarea

<u>MASC. / SING.</u>	<u>FEM. / SING.</u>	<u>MASC. / PLURAL</u>	<u>FEM. / PLURAL</u>

Los artículos definidos



I can use **definite articles** to indicate the number and gender of Spanish nouns.

Often we use words called _____ in front of a noun.

There are _____ definite articles in Spanish, and they all mean _____.



Why? Because of F.O.L. #1.

Since all the nouns in Spanish have NUMBER and GENDER, there are

1. ____/____ nouns,
2. ____/____ nouns,
3. ____/____ nouns and
4. ____/____ nouns.

We need a different **"THE"** for each situation.

	masculino	feminino
singular		
plural		

Práctica: los artículos definidos



I can use **definite articles** to indicate the number and gender of Spanish nouns.

A. Analyze the nouns below. Are they singular or plural? Are they masculine or feminine? Write the appropriate definite article for each noun. Follow the model.

Modelo: **los** chicos (m./pl.)

1. _____ piloto

5. _____ gorilas

9. _____ líder

2. _____ mayonesa

6. _____ bicicletas

10. _____ adultos

3. _____ insectos

7. _____ familia

4. _____ nación

8. _____ autobús

B. The nouns in section A are all **cognates** --- words that look or sound like English words. What do you think the words in section A mean?

1. _____ 5. _____ 9. _____

2. _____ 6. _____ 10. _____

3. _____ 7. _____

4. _____ 8. _____



¿Qué tienes?











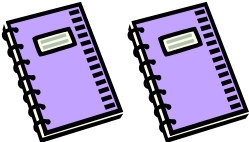

I can use unit content to communicate about school supplies.

You are a disorganized student – your materials are scattered all over the school! Look at the pictures and tell the teacher what you **have** (*tengo*) and where it is. Use definite articles in your answers. Follow the model.

Modelo: 

Tengo los marcadores
en la sala de clase.



1.			
2.			
3.			
4.			
5.			
6.	