



Bienvenidos a la clase de español



I can identify and pronounce the Spanish alphabet.

I can correctly accentuate syllables.

I can identify, spell and pronounce numbers 32-100.

I can identify, spell and pronounce basic classroom objects.

I can ask and respond to questions about telephone numbers.

¿Cuál es tu número de teléfono? *Mi número de teléfono es...*

I can identify the number/gender of nouns.

I can identify definite articles.

I can identify Spanish cognates.



Essential Question: What is in the class?




























I can...	Interpretive		Presentational	Interpersonal		Culture	Interdisciplinary
	...understand when I... ... read about...	...listen to...	...tell others about...	...ask others about...	...understand when they tell me about...	...understand the culture of the TL.	...understand the relationship between ELA & other topics to the TL.
...the alphabet.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...the natural accent.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...numbers 0-100.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...the class objects.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...FOL # 1: gender.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...FOL # 1: number	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...definite articles.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Parent Signature: _____ Date: ____/____/20____

¿YO PUEDO? **4** = I know this so well that I could teach it! **3** = I get it!
2 = I kind of get it. I need a little help. **1** = I don't get it. I need **A LOT** help.



Abecedario o Alfabeto

 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	RR erre	 Ese	 Te	 U <i>Sound never changes.</i>
 Ve <i>Sounds like B.</i>	 Doble ve <i>Is an adopted letter.</i>	 Equis	 Ye I gríega	 Zeta



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, LL and RR are only sounds and are no longer part of the alphabet.

They appear here because many songs still include them.



¡Dilo Como Yo!

Say it like me!

Sonidas de las vocals

Before we start, you should take the pronunciation of Spanish sounds very seriously.

As in English, Spanish has 5 vowels. However, unlike English, there are only 5 sounds which they ALWAYS make the same sound.

Car	Cake	Feet	Motor	boot

Yo como, como, como, manzanas, y bananas

Sing to the tune, "I like to eat, eat, eat apples and bananas"



		Yo como, como, como, manzanas, y bananas Yo como, como, como, manzanas, y bananas
c <u>A</u> r		Yo cAmA, cAmA, cAmA, mAnzAnAs, y bAnAnAs Yo cAmA, cAmA, cAmA, mAnzAnAs, y bAnAnAs
c <u>A</u> ke		Yo quEmE, quEmE, quEmE, mEnzEnEs, y bEnEnEs Yo quEmE, quEmE, quEmE, mEnzEnEs, y bEnEnEs
f <u>E</u> et		Yo quImI, quImI, quImI, mInzInIs, y bInInIs Yo quImI, quImI, quImI, mInzInIs, y bInInIs
m <u>O</u> tor		Yo cOmO, cOmO, cOmO, mOnzOnOs, y bOnOnOs Yo cOmO, cOmO, cOmO, mOnzOnOs, y bOnOnOs
b <u>O</u> ot		Yo cUmU, cUmU, cUmU, mUnzUnUs, y bUnUnUs Yo cUmU, cUmU, cUmU, mUnzUnUs, y bUnUnUs
		Yo como, como, como, manzanas, y bananas Yo como, como, como, manzanas, y ba—na—nas



Just as in English vowels there are strong & weak, so when combined they create diphthongs & triphthongs.



The strong vowels are **a, e & o.**



The weak vowels are **i & u.**

Diphthongs: the combination of a strong and weak vowel or 2 weak vowels.

When composed of a strong and weak vowel the strong one is stressed.

When composed of 2 weak vowels the last one is stressed.

Triphthongs: the combination of a strong vowel between 2 weak vowels the strong vowel is stressed.




However, Diphthongs & Triphthongs may **NOT** have a vocalized separation unless there is a written accent.

7º grado: Unidad 1: Bienvenidos a la clase de español

Sonidas de los consonantes

The pronunciation of certain consonants are similar in Spanish and English, however, there are many others that are quite different. Since you don't have many opportunities outside of class to practice your Spanish, you must practice in the classroom.



C	The C carries <u>2</u> sounds.	
	When the C precedes these vowels <u>A O U</u> it sounds like ____ like in the word <u>kite / coat</u> .	When the C precedes these vowels <u>E I</u> it sounds like ____ like in the word <u>snake / cereal</u> .
D	Sounds like ____ as in the word <u>theater</u> .	
G	The G carries <u>2</u> sounds.	
	When the G precedes these vowels <u>A O U</u> the sound makes a ____ G sound like in the word <u>goat</u> .	When the G precedes these vowels <u>E I</u> it sounds like ____ like in the word <u>hay</u> .
H	Does _____ produce a sound. It is _____!	
J	Sounds like ____ as in the word <u>hat</u> .	
K	The K and W were not originally apart of the Spanish alphabet, but due to _____ words they were included. Example: Kodak, Kyle, Walter	W
LL	The double L makes a different sound then the single L . The double L sounds like ____ as in the word <u>yolk / yo-yo</u> .	
Ñ	The N with the _____ sounds like ____ or ____ as in the word canyon or onion.	
RR	The double R makes the _____ sound. It is similar to the PRRR that the  makes.	Think of the tongue moving about 5 times on the roof of the mouth  behind the teeth.
R	The single R is also _____ at the beginning of a word, between <u>2</u> vowels and also after L , N , or S . It is pronounced the same as the double _____.	
V	The V makes a softer sound of  like in the word <u>bee</u> . Remember to give the Spanish V a big KISS , not a vibration!	B
X	The X has <u>3</u> sounds. When between 2 vowels the 1 st sound is a combination sound of _____ as in <u>box / socks</u> , the 2 nd sound is ____ when followed by a consonant as in <u>spider</u> or <u>explicar</u> and the 3 rd sound is ____ as in the word <u>heart</u> or <u>México</u> .	
y	The Y has <u>2</u> sounds. Sounds like ____ as in the word <u>ski / bee</u> . Also, when next to or between 2 vowels it sounds like ____ as in the word <u>yaht / yolk</u> .	
Z	Sounds like ____ as in the word <u>skull</u> .	

Minidialogo

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.

Práctica de escuchar

A. Look at the following phonetically spelled Spanish words and listen as the teacher spells them out.



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. ce-ele-a-ese-e

4. ese-e-eñe-o-ere

2. eme-u *con acento*-ese-i-ce-a

5. efe-a-ve *chica*-o-ere-i-te-o

3. i griega-e-de-ere-a

6. zeta-o-ene-a

B. Listen to your teacher spell Spanish words. Write what you hear being spelled.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____



I can apply the natural rules for stress to Spanish words.

Rules for Stress

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 Stressed Rules

Rule 1:

Words ending in a _____; **N** or **S** are stressed on the _____ to last syllable.

casa libro
ca – sa li – bro

Rule 2:

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

papel verdad
pa – pel ver – dad

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.

miércoles lápiz

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

si – if el – the tu – your
sí – yes él – he tú – you



There are additional formal rules for written accents, but to make it simpler you **MUST** first _____ these.

Don't think of these rules as burdensome, but rather as your friends.

They allow you to pronounce any Spanish word _____.



Práctica de escuchar

A. Listen as your teacher pronounces these words. Would they need a written accent? If yes, place the accent where it may go.

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

B. Write the **last letter** you hear.

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



I can identify, spell and pronounce Spanish numbers.

Números

100	30-90 follow this pattern: tens # y ones # ↓ →	1	10	20	
cien		uno	diez	veinte	
200	y	2	11	21	
doscientos		dos	once	veintiuno	
300		30	3	12	22
trescientos		treinta	tres	doce	veintidós
400		40	4	13	23
cuatrocientos		cuarenta	cuatro	trece	veintitrés
500		50	5	14	24
quinientos		cincuenta	cinco	catorce	veinticuatro
600		60	6	15	25
seiscientos		sesenta	seis	quince	veinticinco
700	70	7	16	26	
setecientos	setenta	siete	dieciséis	veintiséis	
800	80	8	17	27	
ochocientos	ochenta	ocho	diecisiete	veintisiete	
900	90	9	18	28	
novecientos	noventa	nueve	dieciocho	veintiocho	
↑ Higher numbers simply add the numbers to the right, to the end. (ie. 513 → quinientos trece o 744 → setecientos cuarenta y cuatro)			19	29	
			diecinueve	veintinueve	
101	Once you pass 100, you will notice a change with the spelling of 100 (ie. 101 you will say "ciento" or 183 ciento ochenta y tres) simply add the above numbers to the end.				
ciento uno					
1.000	mil	2.000	dos mil		

7^o grado: **Unidad 1:** Bienvenidos a la clase de español

Más práctica con números

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. continents _____
2. sides of a triangle _____
3. the English alphabet _____
4. players on a baseball field _____
5. legs of a beetle _____
6. a unicycle _____
7. seasons in a year _____
8. states of the US _____
9. legs of an octopus _____
10. months in a year _____

B. Look at the number patterns (*sequences*) and complete these series of numbers logically by SPELLING OUT the number in **Spanish.**

Modelo: 0, 20, *cuaenta*, 60, 80, *cien*

- 1) uno, 3, _____, 7, nueve, _____, 13, 15
- 2) 2, cuatro, _____, 8, _____, doce
- 3) 16, 17, _____, 19, _____
- 4) 70, 65, _____, _____, 50
- 5) 29, 28, _____, 26, veinticinco, _____, 23, veintidos
- 6) ochenta, 82, _____, 86, _____, 90



I can identify, spell and pronounce Spanish numbers.

7^o grado: **Unidad 1:** Bienvenidos a la clase de español

Matemática: Más práctica con números

A. Solve the following math problems. Write the answers in **Spanish**.

Modelo: $2 + 4 =$ seis

1. $40 + 60 =$ _____

3. $11 \times 8 =$ _____

2. $95 - 80 =$ _____

4. $18 / 2 =$ _____

B. Solve the following math problems. Write the answers in **Spanish**.

más +

menos -

multiplicado por X

dividido por ÷

son =

1. ochenta **más** diez **son** _____

2. veintidos **más** catorce **son** _____

3. quince **menos** dos **son** _____

4. ochenta **menos** trece **son** _____

5. cinco **multiplicado por** diez **son** _____

6. noventa **dividido por** cinco **son** _____

C. Write in Spanish **words** (as above) to create **2** of your own math problems. Use 2 different mathematical formats **más**, **menos**, **multiplicado por**, or **dividido por**. Your problems, including the answer, should not use numbers over 199.

1. _____

2. _____



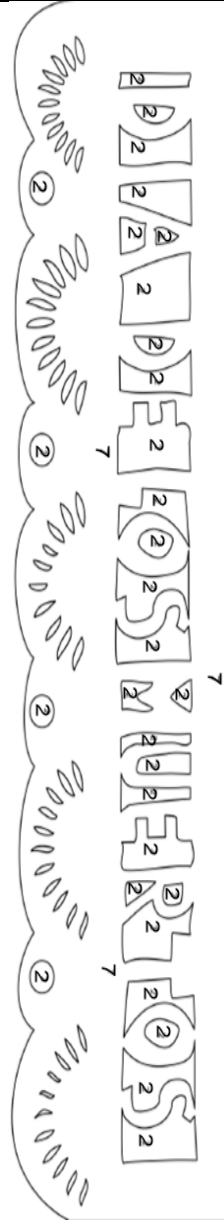
I can apply my knowledge of numbers in mathematical formats.

 I can apply my knowledge of numbers in mathematical formats with color reinforcement.

Color por números

Solve the following math problems. Write the answers in **Spanish**. Then color the picture for the corresponding number.

más +	menos -	multiplicado por X	dividido por ÷	son =
matemática		respuesta		color
uno más seis son				amarillo
quince menos diez son				anaranjado
doce menos once son				rosado
tres multiplicado por dos son				verde
cien dividido por cincuenta son				azul
cuarenta dividido por diez son				morado
noventa dividido por treinta son				gris



Color hints	
	rojo
	modrado
	gris
	marrón
	rosado
	azul
	negro
	amarillo
	blanco
	verde
	anaranjado



Speaking Activity

Create a picture. Draw a picture / design (*dot-to-dot*) using letter / number combinations.

Do **NOT** use more than 10 letter / number combinations. Use the spaces (_ : _ # _) to write your letter / number combination sequence.

_ : _ , _ : _ , _ : _ , _ : _ , _ : _ ,
 _ : _ , _ : _ , _ : _ , _ : _ , _ : _

	1	12	23	34	45	56	67	78	89	90	100	113	126	139
A														
B														
C														
D														
E														
F														
G														
H														
I														
J														
K														
L														
M														
N														
O														
P														
Q														
R														
S														
T														
U														
V														
X														
Y														
Z														



Listening activity

Create a picture: Listen to your partner 's letter / number combination to draw the picture / design (*dot-to-dot*). When finished compare your creation with your partner's original design.

	1	12	23	34	45	56	67	78	89	90	100	113	126	139
A														
B														
C														
D														
E														
F														
G														
H														
I														
J														
K														
L														
M														
N														
O														
P														
Q														
R														
S														
T														
U														
V														
X														
Y														
Z														



¿Cuál es tu número de teléfono?

Interrogativo → ¿Cuál?

¿Cuál es tu número de teléfono?	Mi número de teléfono es X-XX-XX-XX.
¿Cuál es su número de teléfono de usted?	

A. ¿Cuál es tu número de teléfono? Circle the correct telephone number in each example.

1. Mi número de teléfono es cinco-cincuenta y ocho-cincuenta y dos-sesenta y dos.

- a. 5-58-52-62 b. 5-52-58-62 c. 4-62-58-52

2. Mi número de teléfono es ocho-ochenta y cinco-sesenta y cinco-treinta y seis

- a. 8-85-56-53 b. 8-85-65-36 c. 8-58-56-36

3. Mi número de teléfono es dos-noventa y nueve-setenta y dos-cero uno

- a. 2-25-29-01 b. 2-90-97-21 c. 2-99-72-01



¿De quién es el número de teléfono?

Look at this Antigua, Guatemala phone directory and read the responses of the phone numbers given and complete the name of the person to whom the phone number belongs to.

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
Hernandez, Pepe 74 Callejón de San Roja Antigua, GTM.....6-12-31-25

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, _____



6. ¿Cuál es tu teléfono?

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

1. Yo ___ - ___ - ___ - ___

2. Sara ___ - ___ - ___ - ___

3. tu maestra ___ - ___ - ___ - ___

4. Tomás ___ - ___ - ___ - ___

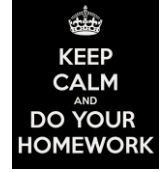
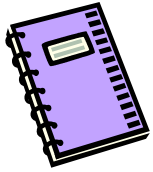
5. Mi madre ___ - ___ - ___ - ___

Cosas en la escuela



I can identify, pronounce and spell the class room objects.

You **MUST** memorize All of these nouns with the el, la or las.



el cuaderno

el libro

la carpeta

el papel

la tarea



la pluma
el bolígrafo

el lápiz

la goma

el horario

el reloj



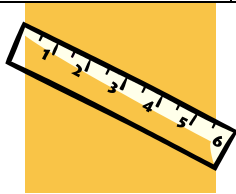
el pegamento

la cinta

el marcador

el borrador

la pizarra

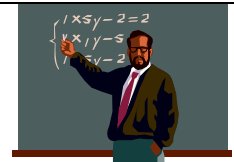


la regla

la calculadora

la grapadora

las tijeras

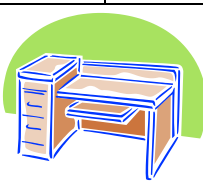


*la estudiante
la alumna

*el estudiante
el alumno

*la maestra
la profesora

*el maestro
el profesor



la mochila

el casillero

el escritorio

el pupitre

la sala de clase

Remember the Rules for Stress!



¿Qué hay?



Hay = _____

or _____



¿Qué hay en

el libro
la carpeta
el escritorio
el pupitre
el casillero
la sala de clase

?




Commas are important in Spanish as well.



Hay _____, _____, **y** _____ en _____.

el libro
la carpeta
el escritorio
el pupitre
el casillero
la sala de clase

y = and



y like ee

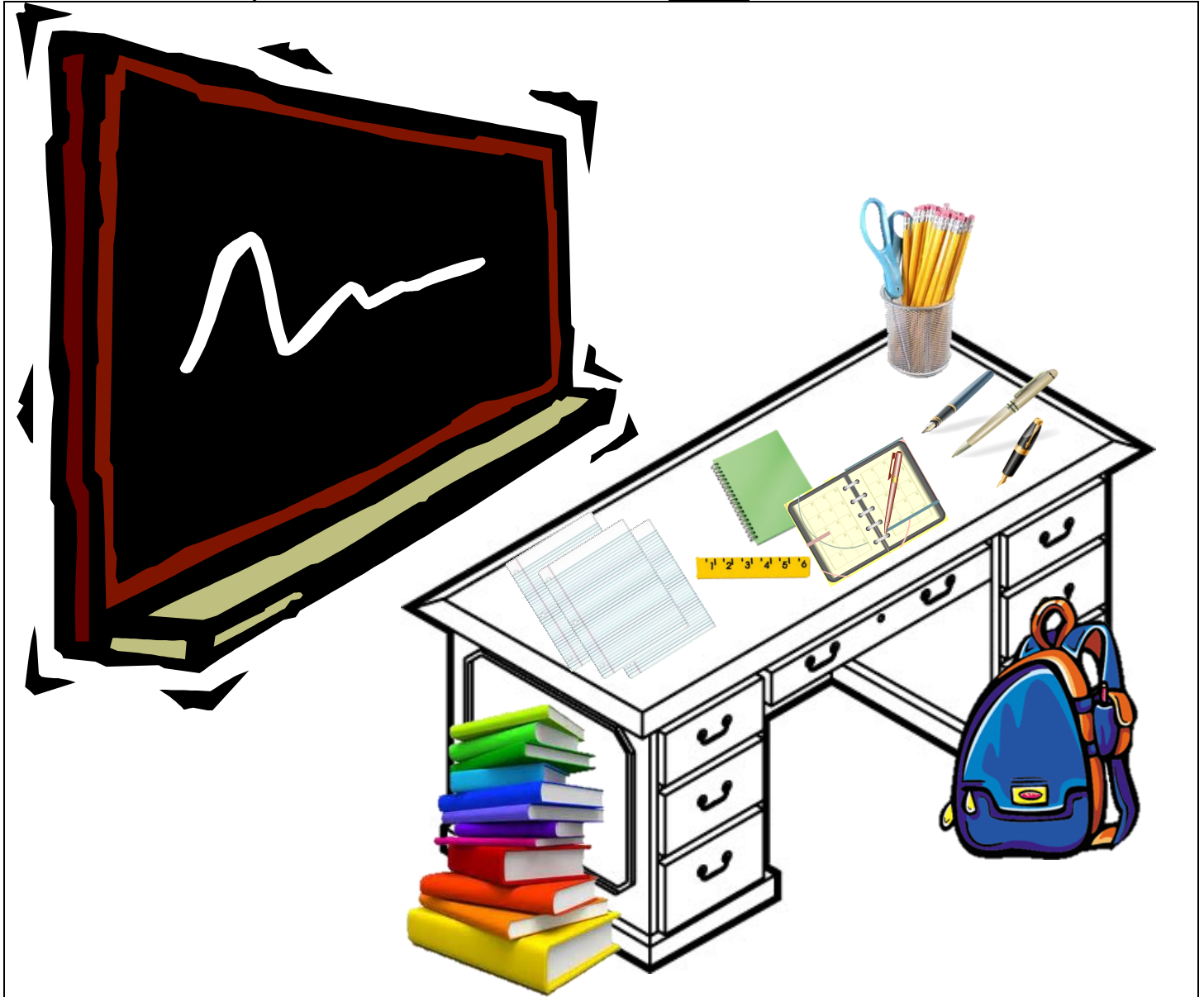


I can demonstrate my understanding with listening comprehension.



Actividad de Escuchar

Listen to the description of the teacher's classroom. **Circle** the items that are mentioned.



4. 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.

You will hear six messages on your answering machine; listen to find out their house numbers and write each house number.

Número de Casa

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

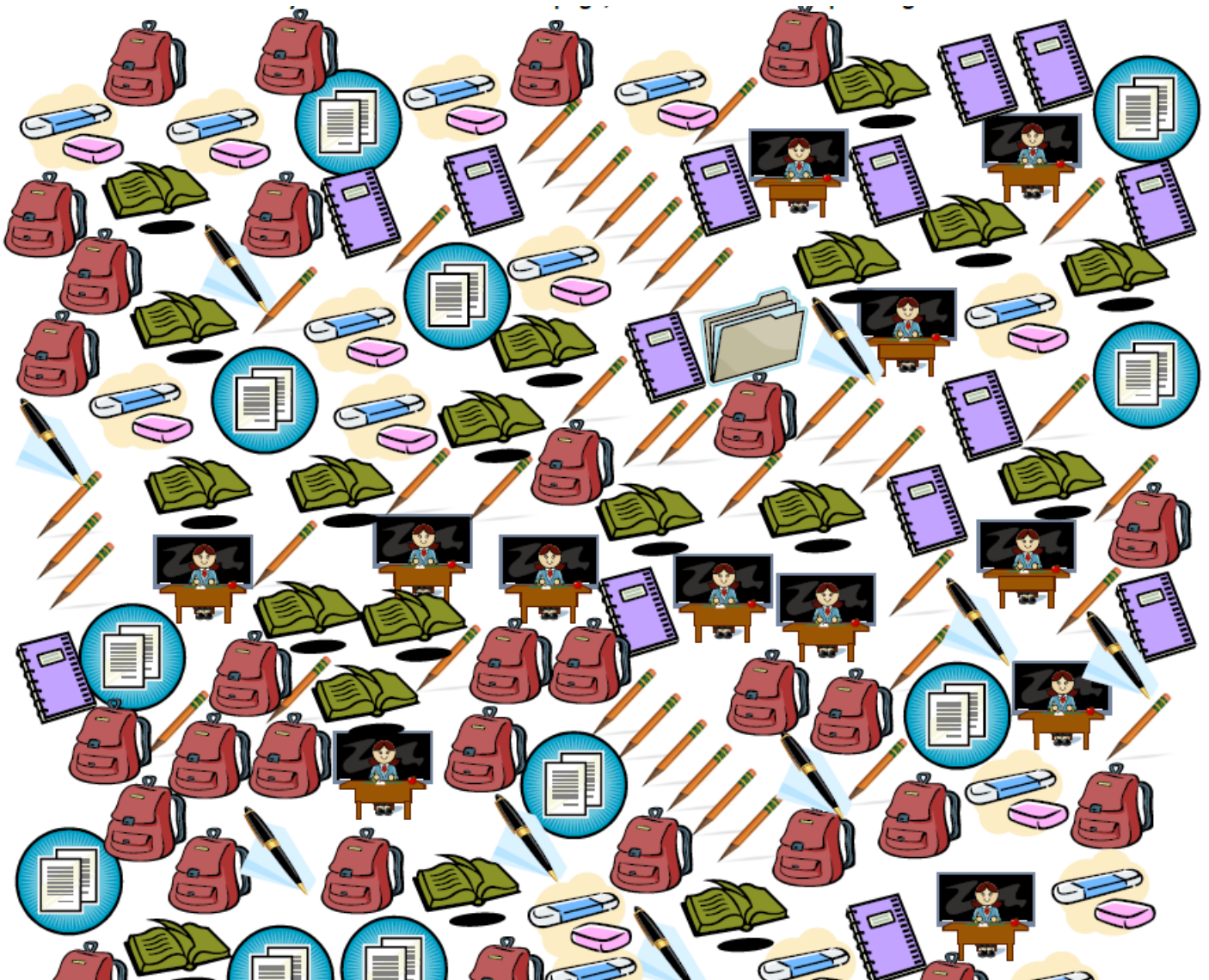


I can reinforce numbers w/ the word “Hay” in a sentence and a question.

¿Cuántas cosas hay?

A. Count how many of each item is on the page, and write the corresponding Spanish 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.



I can apply the word “Hay” correctly in a sentence and a question.

¿Qué hay?

Look at the model and picture provided and write 5 complete Spanish sentences to tell what there is in / on the student's desk.



Modelo:	Hay <u>el cuaderno</u> en <u>el pupitre</u> .
1.	
2.	
3.	
4.	
5.	

The practice may only include 1 item, but on your presentations and interpersonals you **MUST** include 3 or more.



Cosas de la escuela

Find the hidden picture, circle the object and place the corresponding number for the word in the circle.

Modelo: 0. las banderas

1. las tijeras

3. el libro

5. el borrador

7. el bolígrafo

2. el papel

4. el lápiz

6. la goma

8. la regla



I can correctly apply the rules for making nouns singular or plural.

Los sustantivos

(the nouns)

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

_____ and _____

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

- _____
- or
- _____



or



Can I make a singular noun plural? _____



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

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

If the noun ends in a _____ you can simply make it plural by adding _____.



If the noun ends in a _____ you can make it plural by adding _____.



- If a noun ends in a **Z**, you must first change the **Z** to a _____, and then add _____.
- If a noun ends in **ión**, _____ the written accent before adding **-es**.

A. Make each noun below plural. Modelo: pluma plumas

1. bolígrafo _____

5. marcador _____

2. estudiante _____

6. combinación _____

3. papel _____

7. goma _____

4. lápiz _____


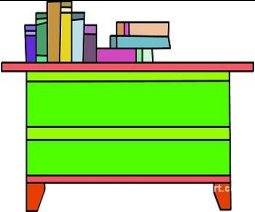

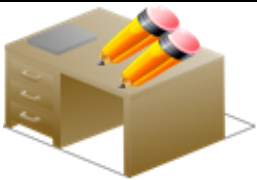

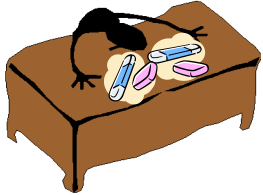
8. reloj _____



I can reinforce making sentences plural w/ the word “Hay” correctly in a sentence.

¿Qué hay?

Look at the model and picture provided and write 5 complete Spanish sentences to tell what there is in / on the teacher's desk. **Hint: el = los / la = las**

Modelo: 	Hay los cuadernos en el escritorio.
1. 	
2. 	
3. 	
4. 	
*5. 	

The practice may only include 1 item but on your presentations and interpersonal you **MUST** include 3 or more.



More about Number and Gender

Due to **F.O.L. #1** we know that **ALL** nouns in Spanish have



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

1. First, 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. Then, **LOOK** at the _____ of the word.



Masculine nouns _____ but

NOT _____ end in - _____.

97% of the time **Masculine nouns** _____

with _____.



So 3% of the words need to be memorized.



Feminine nouns _____ but

NOT _____ end in - _____.

98% of the time **Feminine nouns** _____

with _____.



So 2% of the words need to be memorized.

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 **CAN'T** rely on the 2 strategies above, 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? _____!

A. Indicate whether each of the nouns below is masculine (M) for feminine (F).

¡Ojo! You may notice that there are some words you may not know or remember, just focus on the grammar rules. Watch out for the "**tricky**" ones!

1. horario _____

5. reloj _____

9. televisión _____

2. paraguas _____

6. estudiante _____

10. papel _____

3. profesor _____

7. ciudad _____

11. lápiz _____

4. pizarra _____

8. actriz _____

12. calcetín _____



I can correctly identify the gender of a noun w/ the use of the rules.



Los artículos definidos

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

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



Why are there **4** definite articles in Spanish?

Because F.O.L. #1.
All nouns have
number and gender.

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



masculino



femenino

	singular	____ / ____ nouns	____ / ____ nouns
	plural	____ / ____ nouns	____ / ____ nouns

...and we need a different "THE" for each situation.

	masculino	femenino
singular		
plural		

Apuntes



Práctica

A. Analyze the nouns below using the rules for nouns.

- Are they singular (S) or plural (pl)? (circle one)
- Are they masculine (m) or feminine (f)? (circle one)

After analyzing, write the appropriate **definite article** for each noun. Follow the model.

Modelo →

los chicos

(S / **pl.**)

(**m.** / f)



1. _____ dragones
(S / pl.) (m. / f)

5. _____ fotografías
(S / pl.) (m. / f)

2. _____ piloto
(S / pl.) (m. / f)

6. _____ cereal
(S / pl.) (m. / f)

3. _____ gorilas
(S / pl.) (m. / f)

7. _____ polución
(S / pl.) (m. / f)

4. _____ persona
(S / pl.) (m. / f)

8. _____ adultos
(S / pl.) (m. / f)

Spanish is very easy when you know that nearly **80%** of Spanish words look or sound similar to that of English. These words are called cognates.

B. The nouns in **section A** are all cognates. What do you think the words in **section A** mean? Please write the *English* translation below.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____



¿Qué tienes?

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.







I can ask and respond to others about classroom objects.



The practice may only include 1 item but on your presentations and interpersonal you **MUST** include 3 or more.

Actividad de parejas

Cosas en el casillero

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

“Tengo _____ en mi casillero”.

3. Your partner should circle the items you mention.



Cosas en el casillero

1. Choose FIVE of the items below and label them in Spanish. Use your vocab list to spell correctly!
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“Tengo _____ en mi casillero”.

3. Your partner should circle the items you mention.





I can demonstrate FOL #1 rules with the following categories.

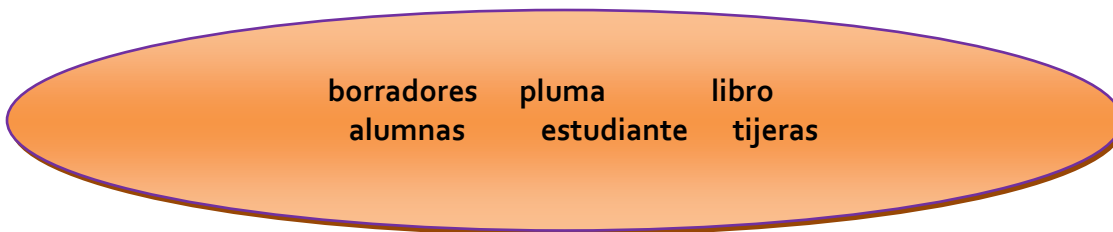
LOS SUSTANTIVOS

___/11 puntos + ___/1

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

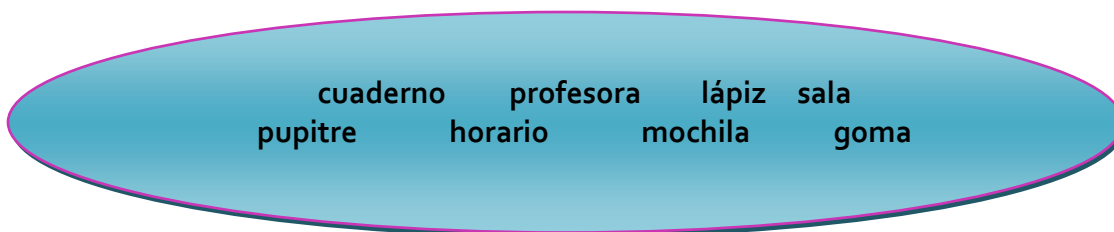
Self-correction: When you have completed the word sorts take out a correcting pen, **not black**, and *make corrections* with the correcting pen and your notes. If you got them all correct place a star ★ by each sort.

I. SINGULAR / PLURAL



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

II. MASCULINE / FEMININE



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

III. COMBINED



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



Assessment

Presentación examen: BIENVENIDOS A LA ESCUELA

You are a disorganized student and **your materials** are scattered all over the school. You have recently joined an organizational group. In order for you to begin your organizational task you must first locate **your classroom items** and tell your teacher where they are in school. Prepare a written presentation in Spanish, using vocabulary and grammar structures learned in the *clase* unit. Write a brief description in Spanish of what you have (*Tengo.....*) or what there is (*Hay.....*) in the **backpack**, in the **locker**, and in the **classroom**. You should write at least ONE sentence for each picture (three sentences total). Be sure to include an appropriate **definite article** with each noun.

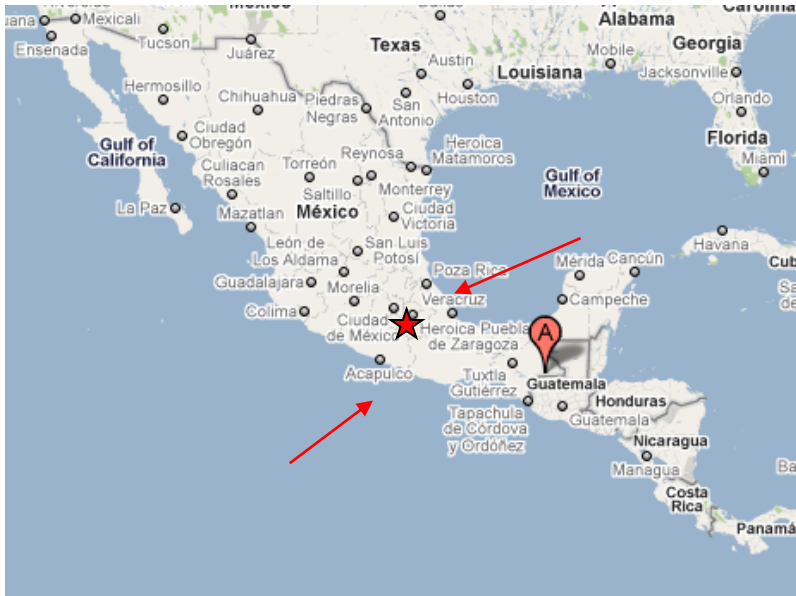
This is an open book assessment.

You have the entire class period to work. The written presentation will be submitted to the teacher on the template provided, at the end of class TODAY.





La Independencia de México



As you may already know, Mexico was first populated over 2000 years ago by complex indigenous civilizations like the Aztecs, Incas, and Mayas. In 1519, Spaniards began arriving, wishing to colonize this part of the ‘new world’. They brought with them their language, religion and culture, which over time blended with the cultures of the indigenous people. The Spaniards also brought diseases that the Indians had never been exposed to and therefore were not immune to. As a result, the

indigenous population decreased by more than 50% during this time. It took the Spanish some time to completely conquer the Mexican territory. 1521 – 1650 is known as the Period of Conquest. 1650 – 1810 is the colonial Period, during which time Mexico was part of the Vice Royalty of New Spain, which included Cuba, Puerto Rico, and the Southwest United States. Spain used the people and the resources of Mexico to benefit Spanish nobles, and kept Mexico from developing as a country. No ports were built, international travel was only allowed through the existing ports at Veracruz and Acapulco (see arrows on map). Mexicans were very seldom allowed to travel in and out of the country, and education was discouraged. For these and other reasons, the Mexican people were not happy and wanted to gain independence from Spanish rule.

16 September 1810: el Grito de Dolores

On September 16, 1810, Father Miguel Hidalgo y Costilla, parish priest of the village of Dolores (A on the map), became the father of Mexican independence. He gathered his congregation of Indians and *mestizos* (people with a mix of European and Native American heritage) and called for the Mexican people to unite and fight for their freedom. He also advocated the exile or arrest of all Spaniards (*gachupines*) in Mexico who had oppressed and exploited the native populations for hundreds of years. He ended his speech by calling out "*Mexicanos, Viva México!*" (Mexicans, long live Mexico!) – which was doubly significant since the country was known as *Nueva España* (New Spain) at that time.



7^o grado: **Unidad 1: Bienvenidos a la clase de español**



From Father Hidalgo's church in Dolores, the revolutionaries traveled northwest to Mexico City (star on the map), gathering more and more supporters. Along the way they acquired a banner with the image of the Virgin of Guadalupe, which became a rallying point. The Virgin of Guadalupe is the patron saint of Mexico, and a woman of color, an important symbol of Mexico in its own right.

After a long and bloody struggle, Mexico's independence was finally recognized in 1821, 11 years after Father Miguel Hidalgo's declaration of independence. Although Father Hidalgo was captured and executed in 1811, many other Mexicans became important leaders in the struggle for freedom. Names like [Ignacio Allende](#), [Mariano Matamoros](#), and [José Morelos](#) appear in this significant part of Mexico's history.

Ever since Father Hidalgo's famous speech, Mexico has celebrated the anniversary of "El Grito" in the Zócalo of Mexico City on the night of the 15th of September. The President of the Republic of Mexico starts the ceremony by ringing the actual bell from Padre Hidalgo's church and repeating the words of the original historic call for independence, culminating at midnight with fireworks and cries of "*Viva México*". Miguel Hidalgo's speech is repeated from the balconies of every *Presidencia* (Mayor's Office) in the country as part of the traditional independence celebration.





El día de la independencia México

el 16 de septiembre

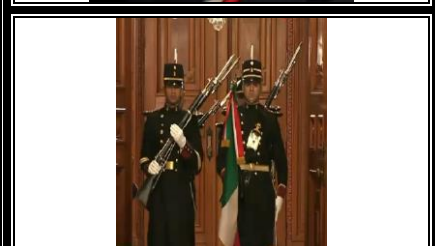


¿Cuándo?	el 16 de septiembre de 1810
¿Dónde?	Dolores, México
¿Quién?	las personas indígenas de México - Hidalgo vs. los españoles - Cortés
¿Qué?	México ganó (<i>won</i>) independencia de España
el Grito de Dolores	Hidalgo gritó (<i>shouted / cried out</i>) la independencia en Dolores.

¿Cómo celebran?



El presidente de México recrea 'el grito' el 15 de septiembre por la noche en la Plaza de Zócalo en la Ciudad de México.



Hay un desfile militar (military parade) el 16 de septiembre por la Ciudad de México.



Otras ciudades en México tiene celebraciones similares, pero más pequeñas.

La Bandera de Los Estados Unidos Mexicanos

Solve the following math problems. Then look for the number in the list to color the corresponding number in the picture.

1 = verde

2 = rojo

3 = marrón

4 = anaranjado

5 = blanco

6 = negro

7 = amarillo

Flag center

Cactus = nueve menos ocho

Holly = ocho menos siete

Leaves = tres menos dos

Snake = diez menos seis

Beak = nueve menos dos

Feathers

- Head & chest = dos más tres
- Tail = tres más tres
- Body = ocho menos cinco
- Wing tips = diez menos cinco
- Wing = uno más dos
- Banner = tres más cuatro

Hint: For smaller areas there may be only one problem, but color all like shapes or designs.

dos menos uno

seis menos cinco

cuatro menos tres

ocho menos siete

uno menos zero

cinco menos cuatro

diez menos nueve

ESTADOS UNIDOS MEXICANOS

diez menos ocho

seis menos cuatro

cinco menos tres

nueve menos siete

uno más uno

dos menos zero