



LA ROPA

Unidad 3



I can identify, spell and pronounce **clothing** items.

I can identify **gender of nouns**.

I can identify apply **indefinite articles**.

I can identify, spell and pronounce **adjectives to describe clothing**.

I can apply **adjective agreement** with the use of FOL#3 rules.

I can ask and respond to questions: **¿Cómo es? / ¿Cómo son?**

I can apply **regular -ar verb conjugation** with the use of FOL#2.

I can ask and answer questions about **likes and dislikes: me / te / le gusta(n)**.

Recycle:


I can apply definite articles.

I can apply colors with using the FOLS #3 rule.

I can apply weather, ir + a + infinitive, and infinitives.



Essential Question: What are you wearing?

Ropa	Interpretive		Presentational	Interpersonal	
I can...	...understand when I...		...tell others about...	...ask others about...	...understand when they tell me about...
	...read about...	...listen about...			
...clothing.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...indefinite articles.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...FOL #3 adjectives.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...FOL #2 conjugation.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...likes & dislikes.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
...FOL #1 gender & number 	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

PERFORMANCE ASSESSMENTS

Interpretive reading

Learners will read & listen to various descriptions of clothing & identify the correct picture & description . [standard B4]

PROGRESS: 1 2 3 4

Interpretive writing

Learners will read various sentences, choose the correct verb & conjugate. [standard B4]

PROGRESS: 1 2 3 4

Presentational

Learners will use images to talk about what famous people are wearing. [standard C5]

PROGRESS: 1 2 3 4

Interpersonal

Learners will have an impromptu conversation about what to wear to various places. [standard A1]

PROGRESS: 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 help.

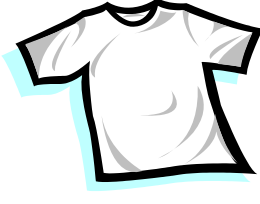
La ropa



I can identify, spell and pronounce clothing items.



la camisa



la camiseta



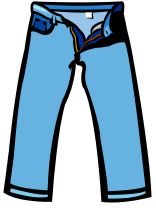
el suéter



la sudadera



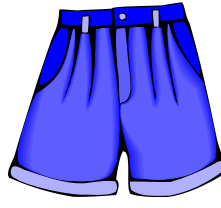
el traje



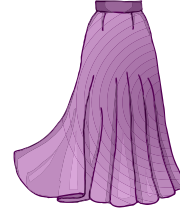
los vaqueros



los pantalones



los pantalones cortos



la falda



el vestido



la chamarra



el abrigo



el sombrero



la gorra



el gorro



los calcetines



las sandalias



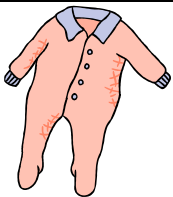
las botas



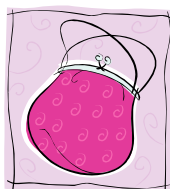
los zapatos



los zapatos de tenis



el pijama



la bolsa



la bufanda



los mitones



los guantes



el paraguas



el traje de baño



las gafas



las gafas de sol


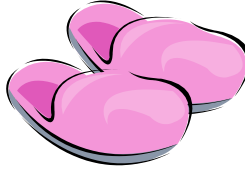



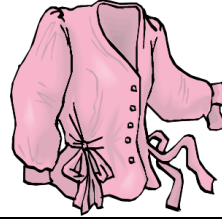







el cinturón

Más vocabulario de ropa



I can expand my comprehension of clothing ítems beyond the requirements.

			
la payera	las chancas	la corbata	el anillo
			
la ropa interior	las pantuflas	el saco	la pulsera
			
los pantalones deportivos	los zapatos de tacon los tacones altos	la blusa	los arettes
			
el impermeable con capucha	flojo/a	ajustado/a	el collar
parts of clothing			
			
el boton	la manga	la capucha	

Práctica con la ropa

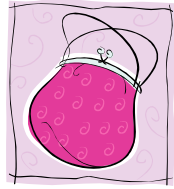


I can identify and Spell clothing items.

A. Write the correct noun that each picture represents; pay close attention to spelling!



1. _____



2. _____



3. _____



4. _____



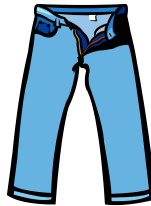
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



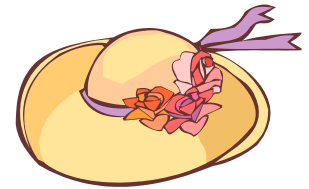
12. _____



13. _____



14. _____



15. _____

7º grado: **Unidad 4: la ropa**



16. _____



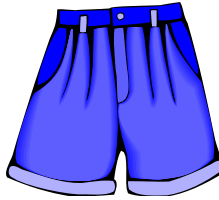
17. _____



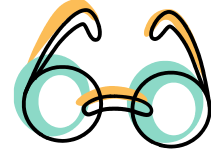
18. _____



19. _____



20. _____



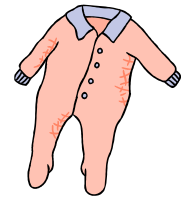
21. _____



22. _____



23. _____



24. _____



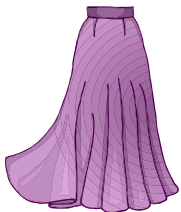
25. _____



26. _____



27. _____



28. _____



29. _____



30. _____

LA ROPA



I can identify and spell clothing items.

A. Label the clothing each person is wearing. Pay close attention to spelling and articles (el/la...).



Blank boxes with arrows pointing to the girl's clothing items for labeling.



Blank boxes with arrows pointing to the man's clothing items for labeling.


















Blank boxes with arrows pointing to the skier's clothing items for labeling.

La marca de la ropa



I can recognize the logos of clothing items.

Look at the logos and/or name brands provided and write the logical clothing item made famous by them. Be sure to include the definite article. **No repeats.**


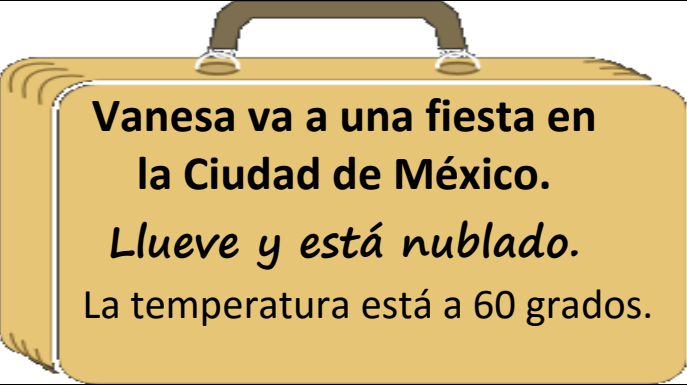
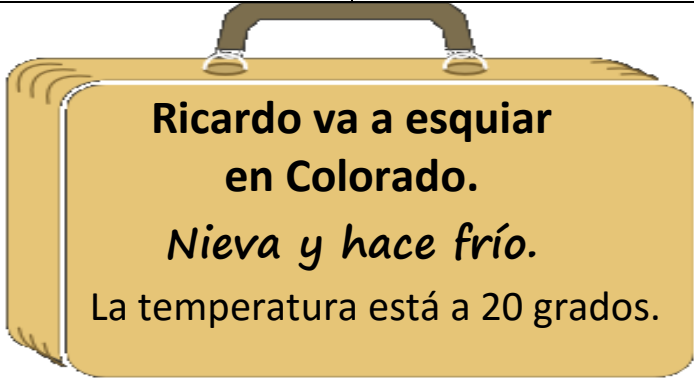
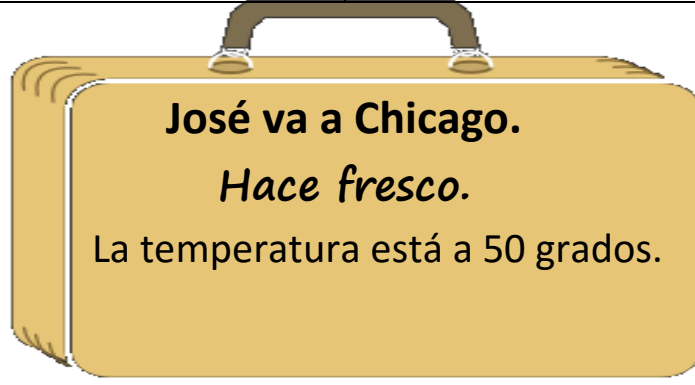
		
		
		
		
		

Viajes



I can determine the correct clothing for the weather, temp., venue and location.

Marta, Vanesa, Ricardo and José are all going on trips. Look at where they're going, what they are planning to do, and what the weather will be. List logical clothing items they might pack in their suitcases.

 <p>Marta va a San Diego. <i>Hace calor.</i> La temperatura está a 82 grados.</p>	 <p>Vanesa va a una fiesta en la Ciudad de México. <i>Llueve y está nublado.</i> La temperatura está a 60 grados.</p>
<p>La ropa que ella va a llevar:</p>	<p>La ropa que ella va a llevar:</p>
<p>las sandalias</p>	<p>la falda</p>
 <p>Ricardo va a esquiar en Colorado. <i>Nieva y hace frío.</i> La temperatura está a 20 grados.</p>	 <p>José va a Chicago. <i>Hace fresco.</i> La temperatura está a 50 grados.</p>
<p>La ropa que él va a llevar:</p>	<p>La ropa que él va a llevar:</p>
<p>los guantes</p>	<p>los vaqueros</p>

Práctica con el vocabulario



I can identify the logical clothing items.

A. Answer each question by circling **TWO** clothing items that you like to wear in the specified season.

1. ¿Qué te gusta llevar en la primavera?

la chamarra

la bufanda

el paraguas

2. ¿Qué te gusta llevar en el invierno?

el abrigo

los guantes

las sandalias

3. ¿Qué te gusta llevar en el verano?

las gafas de sol

el gorro

los pantalones cortos

4. ¿Qué te gusta llevar en el otoño?

el traje de baño

los vaqueros

el suéter

B. Answer the questions in complete sentences, stating what 2 clothing items you are going to wear (llevar) in the indicated weather condition. Don't repeat clothing items!

Modelo: ¿Qué vas a llevar cuando hace frío?

Voy a llevar la bufanda y el abrigo cuando hace frío.

1. ¿Qué vas a llevar cuando hace calor?

2. ¿Qué vas a llevar cuando hace buen tiempo?

3. ¿Qué vas a llevar cuando nieva?

4. ¿Qué vas a llevar cuando llueve?

5. ¿Qué vas a llevar cuando hace fresco?

Repaso: **Los sustantivos** (the nouns)



I can apply FOL#1 rules to clothing items.

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

• _____



• _____

- 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 **vowel**, you can make it plural simply by adding _____.

- If a noun ends in a **consonant**, 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 **-as, -es, -is, or -os** do _____ change, **ONLY** the article is made plural.



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

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 _____.

To determine the gender of the word, look at the _____ of the word.



97% of the time **Masculine** nouns **end** with _____.

- So **3%** of the words need to be memorized.

¡ijó! Many words that end with **-ma** & **-pa** are masculine.



98% of the time **Feminine** nouns **end** with _____.

- So **2%** of the words need to be memorized.

¡ijó! Many nouns that end in **-umbre, -ie, -ión, -dad, -tad & -tud** are usually feminine.

- **HOWEVER**, there are some nouns that do not follow a pattern at all. It is very **IMPORTANT** to know each noun's gender. You will need to _____ the gender of these "tricky" ones.



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

Práctica de Los sustantivos



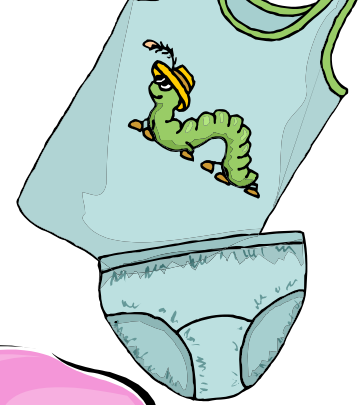
I can pluralize clothing items.

A. Make each noun below plural.

Modelo: gorra _____ gorras

- vestido _____
- traje _____
- cinturón _____
- pez _____
- calcetín _____
- lápiz _____
- falda _____
- guante _____

la ropa interior



las pantuflas



I can identify the gender of the clothing items.

B. Indicate whether each of the nouns below is masculine (M) for feminine (F) and **CIRCLE** the ones that are plural.

- | | |
|--------------------|--------------------|
| 1. falda _____ | 7. pijama _____ |
| 2. gorro _____ | 8. bufanda _____ |
| 3. sandalias _____ | 9. sudadera _____ |
| 4. guantes _____ | 10. vaqueros _____ |
| 5. cinturón _____ | 11. suéter _____ |
| 6. abrigo _____ | 12. gafas _____ |



los aretes

el collar

el anillo

Artículo posesivo → de



I can express posesión with clothing ítems.

In English, we use an _____ to indicate that something belongs to someone.

However, _____ **does not exist** in Spanish!

Instead, to show ownership in Spanish one must use the preposition _____.

The **de** is placed _____ the noun and _____ the person's name or subject pronoun.

Look at the examples to guide you in writing your own statements. Say to whom each clothing item belongs.

Modelos:	 Margarita's	la camisa de Margarita
	 David's	los mitones de David
1.	 Paula's	
2.	 César's	
3.	 Antonia's	
4.	 Marisol's	
5.	 Francisco's	

Repaso: Los artículos definidos



I can apply the definite articles with specific items.

Definite articles are **specific**.

When a person asks for or describes a specific item they use the definite article.

There are 4 **definite articles** in Spanish.

The singular and plural **definite article** means _____.

	masculino	femenino
singular		
plural		

Write the correct definite article for each of the words provided.

DA M/F S/P

Ejemplo: la bufanda F S



- | | | | | | |
|---------------------|------------|------------|---------------------|------------|------------|
| DA | M/F | S/P | DA | M/F | S/P |
| 1. _____ señoras | _____ | _____ | 4. _____ dieta | _____ | _____ |
| 2. _____ carpintero | _____ | _____ | 5. _____ ideas | _____ | _____ |
| 3. _____ políticos | _____ | _____ | 6. _____ profesores | _____ | _____ |

APUNTES

GUSTAR (parte 1)



I can express likes and dislikes of activities, but can expand gustar with nouns.

We have used this verb **ME GUSTA + INFINITIVE** so far this year to say that we _____ to do various activities.

In the last unit we made statements like **Me gusta cantar** and **No me gusta nadar** to say what we like/don't like to do.

Now we'll learn to use **GUSTAR** with nouns to express our opinions about clothing.

There are actually TWO ways to say "I LIKE..." **ME GUSTA...** and **ME GUSTAN**



HUH?! Let's take a closer look....

Loosely translated, "**Me gusta la falda.**" means _____

More precisely though, the actual meaning of "**Me gusta la falda.**" is _____

Therefore, if you like something that is plural, like *los calcetines*, you need to say

Me gustan los calcetines, which technically means

<ul style="list-style-type: none"> To say that one likes ONE thing, use Me / Te + GUSTA + singular noun. 	I like /	Te _____ la bufanda.
<ul style="list-style-type: none"> To say that one likes MORE THAN ONE thing, use Me / Te + GUSTAN + plural noun. 	Me _____ los mitones.	You like /
<ul style="list-style-type: none"> Put no in front of No + me / te + GUSTA(N) to say one does <u>not</u> like one or more things. 	I don't like /	No te _____ la camisa.

Práctica con Gustar



I can correctly apply gustar to plural or singular nouns.

A. Look at each noun. Write **S** if the noun is singular. Write **P** if the noun is plural.

- | | |
|------------------------|--------------------------------|
| 1. _____ los zapatos | 5. _____ la bufanda |
| 2. _____ la gorra | 6. _____ los pantalones cortos |
| 3. _____ el abrigo | 7. _____ el cinturón |
| 4. _____ las sandalias | 8. _____ la camisa |

B. Now look at sentences using the same nouns from part A. Complete the verbs by writing **a** for the singular nouns and **an** for the plural nouns.

- | | |
|---------------------------------|---|
| 1. Me gust _____ los zapatos. | 5. Me gust _____ la bufanda. |
| 2. Me gust _____ la gorra. | 6. Me gust _____ los pantalones cortos. |
| 3. Me gust _____ el abrigo. | 7. Me gust _____ el cinturón. |
| 4. Me gust _____ las sandalias. | 8. Me gust _____ la camisa. |

C. Complete the following exchanges by circling the correct word in parenthesis.



1. Elena: ¿Te (**gusta / gustan**) la camisa morada?

Enrique: ¡Sí! Me (**gusta / gustan**) la camisa morada?

2. Berta: No me (**gusta / gustan**) los guantes amarillos.

Ana: ¿No? ¡Me (**gusta / gustan**) los guantes amarillos.



3. José: Me (**gusta / gustan**) las sandalias.

Luis: ¿Sí? ¡A mí no. Pero me (**gusta / gustan**) los zapatos.



GUSTAR (parte 2)



I can understand the use of indirect object pronouns w/ gustar.

- We use the verb GUSTAR when we want to say that someone _____ something.
- The next thing we need to learn about the verb "gustar" is that we can use it to talk about what **other people** like and dislike.
 - But I remember my Spanish teacher saying that GUSTAR was a weird verb ... *why?*
- Because we only use these two forms of the verb: _____ & _____.
- As learned in the last unit, GUSTAR does NOT use subject pronouns (yo, tú, él, etc.), but instead use _____.

INDIRECT OBJECT PRONOUNS (IOP)

A mí		gusta/n	
A ti			
A usted	*		
A él			
A ella			
A _____ (name)			
singular subject			

¡Ojo!
Yo & tú are **NEVER** used with

- Me gusta... or
- Te gusta...

☆ For emphasis, we can add a prepositional pronoun (A mí, a tí, a ella, a él, a usted). In most cases, these are the same as the subject pronouns (a ella, a él, a usted).

Two exceptions:

- yo → mí
- &
- tú → ti.



That's all I need to know about GUSTAR, right!?

Not quite. Here is one more important piece of information.....



*Remember that **A + SUBJECT** MUST be used before the IOP **LE**.

Let's see how this all works.

<ul style="list-style-type: none"> • To say that one likes to DO something, use IOP + GUSTA + infinitive. We used this form in the last unit. 	Me gusta bailar.	A Juan le gusta cazar.
<ul style="list-style-type: none"> • To say that one likes ONE thing, use IOP + GUSTA + singular noun. 	Me gusta el traje de baño.	Te gusta la bufanda.
<ul style="list-style-type: none"> • To say that one likes MORE THAN ONE thing, use IOP + GUSTAN + plural noun. 	Te gustan los mitones.	A ella le gustan las gafas.
<ul style="list-style-type: none"> • Put no in front of No + IOP + GUSTA(N) to say one does <u>not</u> like one or more things. 	No me gustan las faldas rojas.	A Pepe no le gusta el cinturón café.

Práctica con Gustar



I can understand the use of indirect object pronouns w/ gustar.

los pantalones deportivos



A. Write the correct form of *GUSTAR* in the space provided.

1. A Juan le _____ los calcetines.
2. Me _____ el vestido anaranjado.
3. A Carmen le _____ llevar las sandalias.
4. A usted le _____ correr en el parque.
5. Te _____ ir de compras en el centro comercial.

B. Write the correct form of the INDIRECT OBJECT PRONOUN and the form of *GUSTAR* in the space provided.

1. A mí _____ el abrigo anaranjado.
2. A Eva _____ los vestidos.
3. A ti _____ caminar en el parque.
4. A él _____ las clases de español.
5. A ella _____ llevar las gafas.
6. A usted _____ la sudadera amarilla.
7. A Paco _____ las gorras viejas.



la playera

Práctica con gustar




I can write sentences to express likes and dislikes.



A. Imagine you are out shopping and everyone is expressing opinions about various items of clothing. Say that the following people like or do not like the items shown below. Follow the model.

Modelo: tú /  /  No te gusta el abrigo.

1. Pedro /  / 

2. yo /  / 

3. Silvia /  / 

4. tú /  / 

5. yo /  / 

*Remember that **A + SUBJECT** MUST be used before the IOP **LE**.

¿A quién le gusta ...?



I can ask and answer questions about likes and dislikes.

- A. First place a star in each box of the activities you like to do.
- B. Find someone who fits each of the following categories by asking classmates what they like to do.
Write the name of the person who fits the category inside the box.

¡OJO! No more than 2 friends per box.

Yo: ¿Te gusta estudiar?

Un amigo: Sí, me gusta estudiar. o No, no me gusta estudiar.

<i>esquiar en invierno</i>	<i>cantar</i>	<i>escribir</i>	<i>bailar</i>
<i>leer libros</i>	<i>nadar en el verano</i>	<i>hablar por teléfono</i>	<i>andar en bicicleta</i>
<i>mirar American Idol en la tele</i>	<i>comer en un restaurante</i>	<i>jugar al fútbol americano</i>	<i>jugar al béisbol</i>
<i>tocar la guitarra</i>	<i>beber la limonada</i>	<i>ir de compras</i>	<i>cazar en el bosque</i>

C. Now, write 3 sentences about what your friends like to do.

1. un amigo: _____

2. un amigo y yo: _____

3. 2 amigos: _____

***Remember that A + SUBJECT MUST be used before the IOP LE.**

Los artículos indefinidos



I can apply indefinite articles to nouns.

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

Like the definite article, There are _____ indefinite articles in Spanish.

Indefinite articles are **general**.

When a person asks for any item they use the indefinite article. Also, when describing the clothes that you are wearing, it is more natural to use the indefinite article.



Why?

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

The singular **indefinite articles** mean _____ / _____;

The plural **indefinite articles** mean _____.

	masculino	femenino
singular		
plural		

Write the correct indefinite article for each of the words provided.

- | | | |
|---------------------|----------------------|------------------------|
| 1. _____ señoras | 7. _____ doctoras | 13. _____ galaxia |
| 2. _____ carpintero | 8. _____ dragon | 14. _____ explosiones |
| 3. _____ políticos | 9. _____ hombres | 15. _____ personalidad |
| 4. _____ dieta | 10. _____ telegramas | 16. _____ vampiros |
| 5. _____ ideas | 11. _____ teléfono | 17. _____ cruz |
| 6. _____ profesores | 12. _____ hospitales | 18. _____ paraguas |

Práctica con los artículos



I can apply the FOL #1 rules to apply the correct in/definite articles.

A. Fill in the blanks with the appropriate article. Remember, all nouns in Spanish agree in gender and number.

Modelos: la bufanda (the) unos zapatos (some)

1. _____ sudadera
(a)
2. _____ bolsas
(the)
3. _____ abrigo
(the)
4. _____ guantes
(some)
5. _____ sandalias
(some)
6. _____ chamarra
(the)
7. _____ paraguas
(a)
8. _____ trajes de baño
(the)



B. Translate these short phrases into Spanish. Pay attention to definite vs. indefinite articles, and be sure to spell correctly.

Modelo: a shoe un zapato

1. a scarf _____
2. some socks _____
3. the belt _____
4. some pajamas _____
5. the skirts _____

Práctica de los artículos definidos y indefinidos



I can apply the FOL #1 rules to apply the correct in/definite articles.

The following words are cognates (words that look or sound the same as in English) and you will need to use your rules for nouns to assist you to write the correct definite or indefinite article.



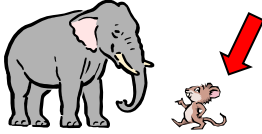
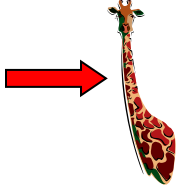



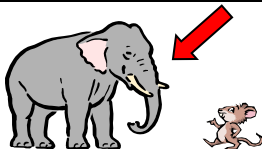
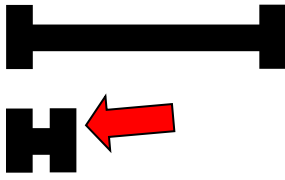

- | | | | | | |
|-----------------|-------|--------------|-----------------|-------|--------------|
| 1. a | _____ | hipopótamo | 15. the | _____ | pingüino |
| 2. the | _____ | vitaminas | 16. a | _____ | actriz |
| 3. some | _____ | mosquitos | 17. the | _____ | televisiones |
| 4. the | _____ | submarino | 18. some | _____ | iguanas |
| 5. a | _____ | ambulancia | 19. a | _____ | mapa |
| 6. the | _____ | gorila | 20. the | _____ | cámara |
| 7. the | _____ | monstruos | 21. some | _____ | telegramas |
| 8. some | _____ | hamburguesas | 22. the | _____ | personalidad |
| 9. a | _____ | telescopio | 23. a | _____ | teléfono |
| 10. the | _____ | problema | 24. a | _____ | programa |
| 11. the | _____ | naciones | 25. the | _____ | vampiros |
| 12. a | _____ | banjo | 26. the | _____ | passión |
| 13. some | _____ | helicópteros | 27. a | _____ | voz |
| 14. the | _____ | electricidad | 28. the | _____ | mapa |

Los adjetivos


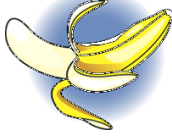




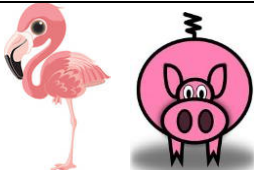



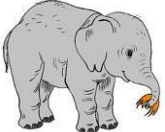
adjetivos para ropa



I can identify, Spell and pronounce adjectives.

				
oscuro/a	nuevo/a	pequeño/a	largo/a	feo/a
				
claro/a	viejo/a	grande	corto/a	bonito/a

Repaso: los colores

				
verde	amarillo / a	azul	rojo / a	morado / a
				
anaranjado / a	rosado / a		blanco / a	
				
café / marrón	negro / a		gris	

Adjective Agreement



I can apply FOL#3 rule to ensure adjectives agree w/ nouns.

Another VERY important concept in Spanish is.....



What does this mean?

- We know that adjectives are used to describe or modify _____.
- F.O.L. # 1: Since nouns in Spanish have _____ and _____, the adjectives that describe the nouns must “agree” or _____.

So in order, to make adjectives “match” the nouns they describe, we must use one of the _____ adjective agreement patterns.

O	masculino	femenino
singular	feo	
plural		

E	masculino	femenino
singular	grande	
plural		

CONSONANTE	masculino	femenino
singular	azul	
plural		



Adjectives in Spanish are usually placed _____ the noun.

Adjective Agreement

O, A, OS, AS



I can apply FOL#3 rule to ensure adjectives agree w/ nouns.

1. **O** Endings

- El zapato feo
- La camisa fea
- Los pantalones feos
- Las bufandas feas

2. **E** Endings

- El doctor inteligente
- La doctora inteligente
- Los hombres inteligentes
- Las mujeres inteligentes

3. **Consonant** Endings

- el vestido azul
- la blusa azul
- las chamarras azules
- los vestidos azules

A. Underline the word that best fits the sentence.

1. Carlos lleva una camisa (**blanco / blanca**).
2. Eulalia tiene una bufanda (**rosado / rosada**).
3. El maestro lleva una chamarra (**negro / negra**).
4. Miranda lleva un abrigo (**amarillo / amarilla**).
5. La doctora lleva un traje (**morado / morada**).

Adjective Rules

- Adjective endings **AGREE** with the noun it describes.
- Adjectives usually are placed **AFTER** the noun they describe.

La chica **alta**
El maestro **perezoso**
Los vaqueros **feos**

B. Choose the 1 word from the word bank that correctly fits each sentence.

Word bank

nuevas
corto

blanca
negros

1. La sudadera es _____.
2. El vestido es _____.
3. Jorge lleva unas gafas _____.
4. Me gusta llevar los zapatos _____.

Practice with Adjective Agreement



I can apply FOL#3 rule to ensure adjectives agree w/ nouns.

- A. Fill in the blanks with a color generally associated with each ítem. Make sure the color “agrees” with the noun being described. ¡Ojo! HINT: The Spanish verbs **es** = is & **son** = are.

Modelo: Una fresa (*strawberry*) es roja.

1. El chocolate es _____.
2. Unos vaqueros son _____.
3. Las plantas son _____.
4. Los elefantes son _____.
5. Una banana es _____.

F.O.L. # 3
WHAT YOU SEE
MUST AGREE!

- B. Señorita Garcia is describing what various students are wearing. Underline the appropriate article of clothing to complete her statements. ¡Ojo! Pay close attention to the definite article.

1. Felicia lleva la (**falda roja** / **vestido verde**).
2. Esteban lleva la (**camisa azul** / **suéter negro**).
3. Víctor lleva las (**sombrero azul** / **camisetas blancas**).
4. Patricia lleva el (**abrigo rojo** / **chamarra amarilla**).
5. Chela lleva la (**botas blancas** / **gorra verde**).
6. Ernesto lleva el (**mitones negros** / **paraguas café**).
7. Juan lleva los (**vaqueros azules** / **sudadera morada**).

- C. Provide the suggested adjective in its correct form.

Modelo: la camiseta amarilla (yellow)

- | | | |
|------------------|-------|---------|
| 1. los zapatos | _____ | (black) |
| 2. los suéteres | _____ | (blue) |
| 3. las chamarras | _____ | (new) |
| 4. la falda | _____ | (long) |
| 5. el vestido | _____ | (ugly) |
| 6. los mitones | _____ | (small) |
| 7. la gorra | _____ | (white) |
| 8. la bolsa | _____ | (big) |
| 9. las gafas | _____ | (brown) |

F.O.L. # 3
WHAT YOU SEE
MUST AGREE!

Más práctica con gustar



I can write sentences to express likes and dislikes.

A. Translate into Spanish. Pay close attention to adjective agreement and word order!

1. I like the red t-shirt.

2. Juan likes to wear jeans.

3. Silvia likes the black boots.

4. You do not like the scarves.

5. I like to wear dresses.

B. LOS GUSTOS Say that the following people like the first item listed and do NOT like the second item listed. Use the correct indirect object pronoun, the appropriate form of gustar and be sure to make your adjectives agree. Follow the model.

Modelo: yo: (socks) red / green

Me gustan los calcetines rojos, pero no me gustan los calcetines verdes.

1. tú: (jacket) short / long

2. yo: (scarf) pretty / ugly

3. Marcos: (sun glasses) big / small

4. Rosa: (shoes) new / old

Los Pronombres Sujetos (Subject Pronouns)

What is a “subject”? It is the person _____ the action in the sentence.

What is a “pronoun”? It is a word used to _____ one or more nouns. A pronoun can **ONLY** be used to refer to someone that has already been mentioned.

talking “TO”	2 nd person	tú	vosotros vosotras ustedes (Uds.)
		usted (Ud.)	
talking “ABOUT”	3 rd person	él ella	ellos ellas
talking “ABOUT”	1 st person	yo	nosotros nosotras

usted & ustedes

Is formal and is used to **show respect** and/or address people you **DON'T** know well.

- Someone you would address by their title (Sr., Sra., Srta., Dr., Dra., ect.)
- Authority figures
- Someone you know, but you're not close to
- Elders
- Family/relatives older than you

Vosotros,-as is informal and **ONLY** used in _____.

tú & vosotros

Is informal and is used to address people you know well.

- friends
- peers
- family/relatives younger than you
- a child
- pets

In _____ **USTEDES** is formal and informal, but is **ONLY** formal in _____.

¡No chicos permiten!



ONLY GIRLS CLUB →

Nosotras, vosotras, & ellas
However, girls are allowed in the **ONLY BOYS CLUB**, so nosotros, vosotros & ellos must be used for boys and mixed gendered groups.

Los Pronombres Sujetos



I can identify subject pronouns.

TO...

A. Match the four (4) ways to say “YOU” in Spanish with the most appropriate description.

- | | |
|--|---|
| <p>1. _____ tú</p> <p>2. _____ usted</p> <p>3. _____ vosotros/as</p> <p>4. _____ ustedes</p> | <p>A. plural, informal / familiar, used only in Spain</p> <p>B. formal, singular, used to address adults and/or people you don't know well</p> <p>C. plural, informal and formal (<i>formal only in Spain</i>)</p> <p>D. informal / familiar, singular, used to address a friend or someone you know well</p> |
|--|---|

ABOUT...

B. Remember that we use subject pronouns to replace the subject of a sentence in order to avoid repetition. Which subject pronoun would you use to REPLACE the subjects mentioned below?

modelo: Juan <u> </u> él	
1. Silvia	2. Julio y Marcos
3. Rafael y yo	4. Eva y Manuela
5. el maestro	6. mis amigos



el impermeable con capucha

Hablando de otras personas.....



I can identify subject pronouns.

1. Fill in the **word bank boxes** with the appropriate subject pronouns.

TO...

A. Fill in the word bank box of those who you would talk directly **TO**.

- _____
- _____
- _____
- _____ / _____

ABOUT...

B. Fill in the word bank box of those who you would talk **ABOUT**.

- _____
- _____
- _____
- _____
- _____
- _____ / _____



It's not nice to talk about other people, but that's part of what we're practicing in this activity.

C. Which subject pronoun would you use if you were talking directly **TO** the following people? Use the above word bank.

1. Paco _____
2. dos amigos _____
(en México)
3. unos niños _____
(en España)
4. el perro _____
5. Julieta y Raúl _____
(en México)
6. una amiga _____
7. el Sr. Obama _____

D. Which subject pronoun would you use if you were talking **ABOUT** the following people? Use the above word bank.

8. 'yourself' _____
9. Silvia y Sofía _____
10. la maestra _____
11. Paula y yo ('yourself') _____
12. Julio _____
13. el presidente _____
14. mis amigos _____

La conjugación

F.O.L. #2: If you want to put an _____

with a "who" _____

you must do!



I can identify subject pronouns.

Definitions

☆ **infinitive:** In Spanish there are _____ forms of infinitives, which end with _____ (most common), _____, and _____.

☆ **conjugation:** The process of _____ a verb form to provide information about...

- _____ is performing the action, and
- _____ the action is being performed.

subject pronoun + infinitive

Steps for Conjugating Verbs

☆
☆
☆

llevar=

talking "ABOUT"	1 st person	yo	nosotros	nosotras
	talking "TO"	2 nd person	tú	vosotros
talking "ABOUT"		3 rd person	usted (Ud.)	ustedes (Uds.)
	él		ellos	
		ella	ellas	
Singular			Plural	

"the conjugation pokey"

(to the tune of the Hokey Pokey)

You take the infinitive,
 You cross the ending out,
 That leaves you with the stem
 Don't leave any letters out!
 You put the stem in all the rooms
 And add the "furniture"....
THAT'S HOW YOU CONJUGATE!



Songs to help remember this information

"-AR verbs"

(to the tune of "This Old Man")

-AR verbs,
 they are fun...
 You know them all
 if you know one.
 -o, -as, -a, -amos, -áis, -an
 Is the "furniture" you sit on.

¿Qué llevas a la fiesta?



I can ask and answer questions about who is wearing the clothing.

1. Draw a line from each subject to any ONE article of clothing.
2. Tell your partner what everyone is wearing to the party, using the verb LLEVAR.

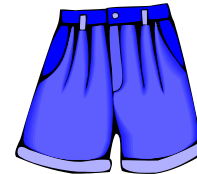
Yo



Diego



Tú



Nosotros



Los amigos



Vosotros



I can ask and answer questions about who is wearing the clothing.

1. Listen as your partner tells you what the following people wear to the party.
2. Draw a line from each subject to the correct article of clothing.

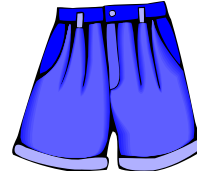
Yo



Diego



Tú



Nosotros



Los amigos



Vosotros

¡Practicamos!



I can conjugate llevar.

A. **Conjugate** the verb LLEVAR again. ¡OjO! Be sure to include the *Subject pronouns*.

		llevar =			
talking "TO"	1 st person				
	2 nd person				
talking "ABOUT"	3 rd person				
		Singular		Plural	

B. Then fill in the blanks below with the appropriate form. Pay attention to the subject of the sentence!

- Yo _____ una camisa blanca y una falda rosada a la fiesta.
- Pablo y Pedro _____ sus trajes de baño a la playa.
- Lola y tú _____ vestidos elegantes a un baile escolar.
- Marisela y yo _____ zapatos deportivos al partido de béisbol.
- Tú _____ una sudadera verde y unos pantalones azules.
- Vosotros _____ unos calcetines negros y blancos.
- Ana _____ una camiseta y unos vaqueros a la escuela.
- Uds. _____ unas sandalias en verano.
- Yo _____ unas botas, unos guantes, y un abrigo en invierno.
- Jorge _____ un gorro en la cabeza (*head*).

La ropa y los colores



I can complete the sentences w/ the picture & word clues.

A. Write a sentence that describes the clothing (and adjective) that each person wears, using the indefinite article and the correct conjugation of the verb **LLEVAR.**

☆ Remember –**F.O.L. # 3**: What you see must agree!

F.O.L. # 2: To put an action with a “WHO”, conjugation you **MUST** do!

Modelo:



yo

(red)

Yo llevo una camisa roja.

1. ellos



(big)

2. tú



(orange)

3. nosotros



(green)

4. él



(small)

5. ellas



(old)

6. ella



(blue)

7. vosotros



(new)

8. yo



(long)

9. usted



(yellow)

10. ustedes



(grey)

¿Qué tiempo hace y qué llevan?



I can look at the pictures & complete sentences about the weather and logical clothing for the weather.

- A. For each picture, state **2 logical weather conditions** on the first line, and **2 logical articles of clothing** that the person(s) would wear in those weather conditions. ¡Ojo! Use indefinite articles and remember to **CONJUGATE llevar!**

Modelo: Susana



(1) Hace calor y hace sol.

(2) Susana lleva un traje de baño y unas gafas de sol.

1. Tú



2. Ellos



3. Vosotras



Actividades de escuchar



I can understand what people are wearing through various listenings.

A. Verano o invierno: Listen for the clothing that will be mentioned and put an X under the most logical season you would wear that clothing



Invierno



Verano

1.		
2.		
3.		
4.		
5.		
6.		
7.		

B. Ropa: Write the clothing items as you hear them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. ¿Quién lleva la ropa?: Each statement will be said twice. Listen to what the people are wearing and write the clothing items they are wearing in Spanish. Include any adjectives mentioned.

1. Profesor Ramirez

2. Leonardo

3. Gerardo

4. Dependienta

5. José

6. Carlos

7. Carmen

8. Mi hermana

D. Una Fiesta de día de los muertos

Adjective agreement: Listen to the clothing that Fernando's family is wearing to the Day of Dead party. Write the clothing and adjective of what each person is wearing.

Alejandro

Lola y Lupe

Isreal

Margarita

Gregario y Victoria

Sebastián

Sabrina y Fernando

Ana y sofia

Más conjugación



I can conjugate regular –AR verbs.

- A. Now that you know the pattern for conjugation verbs that end in –AR, try conjugating two more verbs that you already know.

		estudiar =			
talking "ABOUT"	1st person				
	2nd person				
talking "TO"					
	talking "ABOUT"	3rd person			
		Singular		Plural	

		bailar =			
talking "ABOUT"	1st person				
	2nd person				
talking "TO"					
	talking "ABOUT"	3rd person			
		Singular		Plural	

7º grado: **Unidad 4: la ropa**

Define and conjugate each of the words listed below. Be sure to use the 3 steps for conjugating to guide you.

¡OjO! Some of the subjects listed below may not be familiar. That is ok, what matters if it appears to be **singular** or **plural**.

Verbo	Definición	Conjugación			
llegar	<i>to arrive</i>	yo	tú <i>llegas</i>	nosotros	ellos
cocinar		los maestros	vosotros	yo	mi hermana
caminar		tú	el profesor	los alumnos	vosotros
necesitar	<i>to need</i>	Rafael	yo	mis padres	mis amigos y yo
trabajar	<i>to work</i>	vosotros	la clase	mis abuelos	yo <i>trabajo</i>
escuchar		yo	mis amigos y yo	tú	las niñas
llevar	<i>(to carry)</i>	las chicas	Sarita	Paco y Julio	vosotros
cazar		la maestra	nosotros	yo	usted
cantar		tú <i>cantas</i>	vosotros	las chicas	mi familia
estudiar		mis amigos y yo	yo	los estudiantes	tú

★FOL # 2: I can put an action with a “WHO”, conjugation I must do!

_____/ 22 puntos

Conjugación de los verbos: -AR

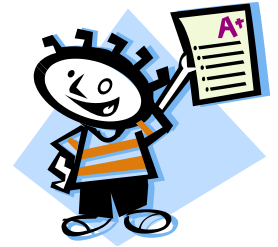
★FOL # 2: I can put an action with a “WHO”, conjugation I must do!

Read each incomplete sentence and complete them with the best conjugated –ar verb.

WBp. 8 in the front of your book has all, but one of the verbs that you need. The one verb that is not on WB.8 was the star of this chapter 3 and used with the clothing vocab.

WBp. 141 will help with the conjugated endings of each of the subjects of the sentence.

1. Vosotros _____ en la clase de arte.
2. Lola y yo _____ en un baile formal.
3. A Paula le gusta _____ el sol en su jardín (*yard*).
4. Ellas _____ deportes en el estadio, cuando llueve.
5. El chef Ramsey _____ en el restaurante.
6. Pedro y yo _____ la ropa nueva al teatro.
7. Cuando hace sol, usted _____ en la piscina.
8. La familia siempre _____ en el parque de Jelly Stone, durante el verano.
9. Mi madre y mi hermana _____ con el perro (*dog*) a la playa (*beach*).
10. Laura, Sara, Felipe, Mateo y Catalina _____ en clase de coro (*choir*).
11. Yo _____ en la biblioteca (*library*), porque tengo un examen en la clase de español.
12. Durante el otoño, mi abuelo y usted _____ en el bosque (*woods*).
13. La señora Garcia _____ al lago (*lake*).
14. En invierno, Martín _____ cuando nieva en las montañas.



Los lugares



I can identify locations.



la escuela



un estadio



un teatro



la piscina



las montañas

¿Qué llevan las personas a los lugares diferentes?



I can write sentences about what people wear to different locations.

A. Write a sentence explaining what the following people are wearing to the different locations. Use the correct conjugated form of LLEVAR and include at least one adjective to describe the clothing.

<p>Ejemplo: Bárbara</p>		<p>Bárbara lleva unos vaqueros viejos a un concierto.</p>
<p>1. Mis amigos</p>		
<p>2. Vosotros</p>		
<p>3. Eva y yo</p>		
<p>4. Mi padre</p>		
<p>5. Yo</p>	 un partido de fútbol americano	

¿Qué hacen las personas a los lugares diferentes?



I can write sentences about what people do in different locations.

A. Write a sentence explaining what the following people *are doing* in the different locations. Use the correct conjugated form of the given verb picture.

<p>Modelo: Marco y Eva</p> 	<p>Marco y Eva bailan y sacan fotos en un baile formal.</p>	
<p>1. Pilar y yo</p> 		
<p>2. Los chicos y tú</p> 		
<p>3. yo</p> 		
<p>4. ella</p> 		
<p>5. tú</p> 		

¿Qué hacen las personas en la ropa?



I can write sentences about what people *are doing* in the different clothing during the specified weather. Use the correct conjugated form of the given verb.

Modelo:

Eva



Cuando hay una tormenta, Eva lleva unas botas porque camina con el perro.



1. yo



2. Paco



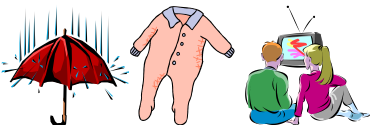
3. Ellos



4. vosotras



5. tú



6. nosotros



7º grado: **Unidad 4: la ropa**

Policia de Moda: Presentación

Oral presentation due NEXT class period.

For this presentation you are the Fashion police on the red carpet and must describe in detail of what **3 CELEBRITIES** are wearing, and also express what YOU like and don't like about **the** clothing. **You have the entire class period to work. Written presentation will be submitted to the teacher on the template provided, at the end of class TODAY.**

Presentación Oral 🗣️ ____ / Z	Presentación Escrita ✍️ A / ____
No visuals needed, you will be using 1 of several generic slides to prompt what you need to say, <i>no script is allowed!</i> Practice, practice, practice!!! <i>until you can present using only a visual aid</i>	Fashion pamphlet: Visuals provided. If time permits, color them in. Due @ the end of class TODAY. Although your presentation does not need to be in "final draft" form, make it as neat as possible.

1. For this presentation, you are the Fashion Police and will be preparing a minimum of 4 sentences about celebrities on the red carpet.
2. 1 celebrity
 - a. Describe **IN DETAIL** of **a, an,** or **some** of the clothing that the 1 celebrity is wearing. (Ella / Él lleva....)
 - b. Then give your **detailed** opinion as the Fashion critic of what you **like** and **don't like** about **the** clothing.
3. 2+ celebrities
 - a. Describe **IN DETAIL** of **a, an,** or **some** of the clothing that the 2 celebrities are wearing.
 - b. Then give your **detailed** opinion as the Fashion critic of what you **like** and **don't like** about **the** clothing.
4. Put the information into complete Spanish sentences for the presentation about the 3 celebrities—be sure to meet all project requirements.
5. Use your workbook to help with structure and spelling. Remember this is an **open-note** assessment!
6. When you are finished writing your basic sentences consider adding additional logical information and rejoinders to help your presentation with fluidity.
7. **Repaso:** *Read over your answers.*
 - a. Did you encounter any repeat adjectives and clothing terms?
 - Yes? Replace them with different terms.
 - No! Great!
 - b. When you are finished consider adding **additional logical information** and **rejoinders** to help your presentation with fluidity. *Think creatively!*
8. **Not required** → Rejoinders: **y=and, pero=but, porque=because, cuando=when, también=also**
(this word is placed at the beginning or end of a sentence.)



- 🌟 **FOL # 1:** All nouns have number and gender.
- 🌟 **FOL # 2:** I can put an action with a "WHO", conjugation I must do!
- 🌟 **FOL # 3:** What I see, **MUST AGREE!** ¡Ojo! **NON-color** adjectives.

1 celebrity

Handwriting practice area for 1 celebrity, consisting of a large rectangular box with a double border and ten horizontal lines.

😊 **2 celebrities**

Handwriting practice area for 2 celebrities, consisting of a large rectangular box with a double border and ten horizontal lines.



- ★ **FOL # 1:** All nouns have number and gender.
- ★ **FOL # 2:** I can put an action with a “WHO”, conjugation I must do!
- ★ **FOL # 3:** What I see, **MUST AGREE!** ¡OjO! **NON-color** adjectives.

Reference the “Presentational Assessment Rubric” on WBpD for how you will be graded.

Interpersonal: ¿Qué llevas y haces en los lugares?



I can have an impromptu conversation with a partner.

During this interpersonal assessment you will have a conversation in groups of three. Each student will **randomly** pick a card and then answer questions logically based on the location on their card.

- **ASK** another student what they wear (or what they plan to wear) to a place or event on their card.

¿Qué llevas a ...?

- **ANSWER** in Spanish with a complete sentence, including at least **3** (but more are encouraged) logical items of clothing and an adjective describing each.

Yo ...

- Then **ASK** the same student what they do (or what they plan to do) at the place or event on their card.

¿Qué haces en ...?

- **ANSWER** in Spanish using at least **3** (but more are encouraged) logical conjugated verb, stating what you do.

Yo ...

		
<p>la escuela</p>	<p>las montañas</p>	<p>un teatro</p>
		
<p>la piscina</p>		<p>un estadio un partido de fútbol americano</p>

Reference the “Interpersonal Assessment Rubric” on WBpE for how you will be graded.

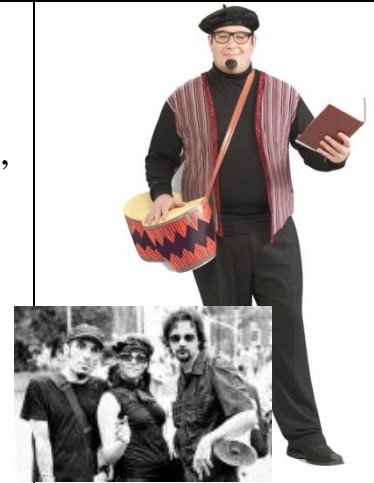
La ropa del pasado



I can read about clothing worn during different past eras.

La ropa negra de los *beatnik*

En los años cincuenta, algunos jóvenes son *beatniks*, y llevan sólo ropa negra. Los chicos y las chicas se visten igual, con pantalones, suéteres, botas y chamarras de cuero. Mucha gente asocia esta ropa con delincuentes juveniles. En realidad los *beatniks* son artísticos e intelectuales, con inclinación por poesía, la música y la política.



Las minifaldas y las botas *go-go*

Al fin de los años sesenta, las minifaldas están de moda. Es un estilo exagerado y muy dramático, pero a las jóvenes ya no les gusta llevar vestidos y faldas hasta la rodilla. Para completar *su look*, las chicas llevan botas *go-go*, que generalmente son blancas. Los colores más populares para la ropa son tonos vivos, fuertes, y “psicodélicos” de rosa, verde, anaranjado y morado.

Los vestidos del estilo *granny* y las camisetas *tie-dye*

A fines de los años sesenta y a principios de los setenta, muchos jóvenes son *hippies*. Las chicas llevan vestidos largos y flojos con dibujos exóticos de la India, o los vestidos de estilo de *granny*, que imitan el estilo de la ropa de las pioneras americanas. Las camisetas *tie-dye* también son muy populares para las chicas y los chicos.



Los zapatos con plataforma

En los años setena, los zapatos con plataforma están de moda. Estos zapatos son ideales para las personas bajitas que quieren parecer más altas. ¡Y son perfectas para caminar cuando llueve!

7º grado: **Unidad 4: la ropa**

Los vaqueros

Antes de los años sesenta, los vaqueros no se ven mucho en las ciudades. Pero en esa década, muchos estudiantes universitarios empiezan llevarlos más y más. *Los hippies* llevan los vaqueros tan menudo que tienen agujeros. En los años ochenta y noventa, muchos jóvenes compran vaqueros bastante caros, pero los cortan y les hacen agujeros. Esto es un escándalo para sus padres, que no comprenden por que sus hijos arruinan su ropa nueva de esta manera. Hoy tantas personas llevan vaqueros parecen ser el uniforme más o menos oficial de muchos países.

los años 70



los años 80



los años 90



los años cincuenta – *the 1950's*

cuero- *leather*

están de moda – *in style*

la rodilla- *knee*

tonos vivos – *vibrant colors*

flojos- *loose fitting*

bajitas – *short*

antes de – *before*

no se ven – *aren't seen*

empiezan – *begin*

agujeros - *holes*

caros - *expensive*

¿Comprendiste? Answer the following comprehension questions.



I can demonstrate my understanding of the reading about clothing worn during different past eras.

- _____ 1. The *beatniks* only wore _____ clothing.
- a) white
 - b) grey
 - c) black
 - d) yellow
- _____ 2. The *beatniks* clothing was associated with _____.
- a) teachers
 - b) bikers
 - c) students
 - d) juvenile delinquents
- _____ 3. The *beatniks* were often interested in each of the following except: _____
- a) sports
 - b) music
 - c) poetry
 - d) politics
- _____ 4. _____ go- go boots were popular in the 70's.
- a) Green
 - b) Black
 - c) White
 - d) Pink
- _____ 5. According to the article, young people in the 60's liked miniskirts because _____.
- a) they didn't want to wear long skirts anymore
 - b) they came in psychedelic colors
 - c) the general public did not approve of them
 - d) they gave women freedom of movement
- _____ 6. Popular clothing colors in the 60's included all of the following except: _____
- a) orange
 - b) grey
 - c) pink
 - d) purple
- _____ 7. The granny dresses of the 60's and 70's imitated clothing from the _____ era.
- a) colonial
 - b) civil war
 - c) American pioneers
 - d) conservative
- _____ 8. Who wore tie-dyed t-shirts? _____
- a) boys
 - b) girls
 - c) boys and girls
 - d) teachers
- _____ 9. Platform shoes were ideal for _____ people.
- a) short
 - b) funny
 - c) tall
 - d) wild
- _____ 10. Platform shoes are perfect for _____.
- a) dancing
 - b) painting ceilings
 - c) going shopping
 - d) walking in the rain
- _____ 11. Jeans were not seen too often before the _____.
- a) 50's
 - b) 60's
 - c) 70's
 - d) 80's
- _____ 12. What did teens often do to their new jeans in the 80's, much to the dismay of their parents?
- a) cut holes in them
 - b) tie-dyed them
 - c) bleached them
 - d) sewed patches on them
13. Match the decade with the clothing trends.
- | | |
|-------------------------|--------------------------|
| _____ _____ 1950's | a. tie-dye clothes |
| _____ _____ 1960's | b. loose fitting dresses |
| _____ _____ 60's / 70's | c. go-go boots |
| _____ _____ 1970's | d. black clothes |
| _____ _____ 1980's | e. miniskirts |
| | f. platform shoes |
| | g. leather clothes |
| | h. torn/ripped jeans |
| | i. bell bottom jeans |

7º grado: Unidad 4: la ropa

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



- | | | | |
|--------------------------|----------------|-----------------|------------------|
| 1. la camiseta | 5. el sombrero | 9. los vaqueros | 13. el cinturón |
| 2. los pantalones cortos | 6. el zapato | 10. la camisa | 14. *la corbata |
| 3. el guante | 7. el calcetín | 11. el suéter | 15. *la pantufla |
| 4. el traje de baño | 8. las botas | 12. el vestido | 16. *la playera |

*These are words that we have not learned. Can you figure out what they are?